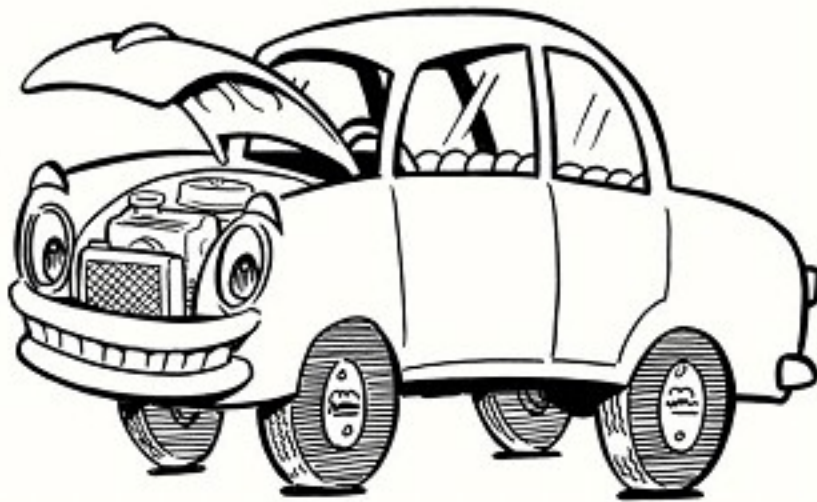


California Integrated Waste Management Board
Used Oil Research, Testing and Demonstration 4th Cycle Grant Program
Grant #URD4-04-0006

"Taking the Message to Recent Immigrants through ESL Classes:
a CBSM Approach"

Final Report

November 2007



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California Integrated Waste Management Board
Final Report
Prepared as part of Grant #URD4-04-0006

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**California Integrated Waste Management Board
Used Oil Research, Testing and Demonstration 4th Cycle Grant Program
Publication #IWMB-2009-003**

**Prepared as part of Grant #URD4-04-0006 for \$300,000
"Taking the Message to Recent Immigrants through ESL Classes:
a CBSM Approach"**

**Final Report
November 2007**

This document reports activities undertaken with grant funds since the last progress report in February 2007, and details the products and outcomes for the entire project.

SUMMARY

The project began upon approval to proceed on July 26, 2005 and is complete as of this report. All tasks in the Work Plan have been completed, with few modifications each of which has been approved by the Grant Manager.

A total of 9,798 adult students of English as a Second Language attended 524 classes on recycling of used motor oil and filters.

There were 100,000 gallons of used motor oil diverted from improper disposal as a result of this project during the first year that classes were taught.

BACKGROUND

The target audience for this project is newcomers to California, a critical population group since research has shown them to be more likely than the general population to improperly dispose of used oil. The 2002 survey conducted for the California Integrated Waste Management Board by the Public Research Institute of San Francisco State University found that newcomers have a significantly higher incidence of improper disposal of used oil than average among do-it-yourselfers (DIYers). The incidence among those residents that have been living in California less than 5 years is 40-43 percent.

Conducting educational outreach to people newly arrived in the United States is challenging due to language and cultural barriers, and the great diversity of immigrant ethnicities. Our strategy uses adult English as a Second Language (ESL) classes to overcome these challenges. Students in ESL classes are highly motivated not only to learn English but to adopt behavior appropriate to life in the United States. Since the lesson is taught in English, there is no need for translation into multiple languages--in fact we have had as many as 11 languages represented in a single class. Since the students are learning vocabulary and grammar, the lesson is repetitive and approaches the material with words, pictures and teaching aids of various kinds to ensure comprehension.

Final Report URD4-04-6

"Taking the Message to Recent Immigrants through ESL Classes: a CBSM Approach"

Our lesson, "The Family Car" was originally developed with local Used Oil Block Grant funds in Sonoma, Marin, Napa, and Alameda counties. This grant has allowed us to continue working with these counties, and to extend the project into additional counties including Colusa, Contra Costa, Monterey, Sacramento, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Solano, Stanislaus, Sutter, and Yolo. This includes every county in our proposed target area except San Benito; we have created materials to be used there but to date have not received verification that the lesson has been taught.

Jurisdictions outside our target area have contracted with us separately, including the City of Fullerton in Orange County, Calaveras County, and more recently Placer and Santa Barbara counties. We have received class record forms documenting that the lesson has been used in over 600 classes, our target goal. A total of 524 of those classes are billed to this grant, including the final 74 from the six months since our last payment request. The classes were attended by 11,289 students, including 9,798 in classes funded by the grant.

PROJECT DESCRIPTION

ESL Programs

The project makes use of existing adult English as Second Language programs that are found in most communities throughout California. The typical program is part of a larger Adult School, usually associated with a local school district. Other programs are part of community colleges, which often offer ESL in both non-credit and academic departments. There also are ESL classes offered by nonprofit organizations, social services agencies and literacy programs. Our "Family Car" lesson has been taught in classes through all these programs, many of which also offer additional services to this population such as preparation for citizenship, assistance to immigrant parents and children, GED preparation, and career training. Other adult ESL programs including university programs for foreign students, and workplace ESL offered by employers are also available but are not as appropriate for our target audience.

Some of the adult schools are large, with ESL departments of two dozen or more teachers, administrators and support staff. Others consist of an individual teacher or two, often teaching in 'borrowed' space in elementary or high schools. Larger programs also often use schools and community centers in order to address the enormous demand for ESL instruction, and to be convenient to students in local neighborhoods.

Some schools offer ESL classes in sessions defined by an academic calendar (generally quarters or semesters) while others offer continuous enrollment so that students progress through different class levels at their own speed. Some programs have specific curricula that teachers are expected to use, while others leave lesson content almost entirely up to teachers.

While the programs are diverse in their size, organization and academic structure, they are in our experience universally short on resources, and impressively dedicated to their students. ESL teachers are often part-time employees, and as with other adult school teachers, are usually paid only for time spent in the classroom, not for preparation time, outside record-keeping or in-service training. They generally develop their own lesson plans and classroom materials.

Our **project strategy** makes use of these characteristics of adult ESL programs:

- We offer flexible, complete teaching materials and supporting resources that are helpful to the teachers and students
- We provide compensation to teachers for additional time outside the classroom.

"The Family Car" Lesson

The success of our program is based on providing ESL teachers with materials that are useful to them in teaching English while effectively conveying information about recycling of used motor oil and filters.

Our lesson is designed to be taught in a single class session and is flexible for use in a range of ESL settings and for students at all levels. We provide materials for students, classroom aids, and extensive additional resources as described below.

Teachers are invited to attend an orientation session, scheduled either during a regular staff meeting or at times when teachers are free, often during lunch or dinner hours since adult ESL classes are frequently scheduled at night. The orientation emphasizes the key messages we expect students to learn about oil and filter recycling and introduces the teachers to the materials and resources available to them. We also review the Class Record Form, which we ask teachers to complete for each class taught. We pay a stipend of \$50 on receipt of this form, to compensate teachers for the additional time required to complete it and as an incentive. We have no doubt that without this stipend we would receive very little documentation of the project--even with the stipend offer, many teachers use the materials without documenting the classes.

Products

Products produced under this grant include student lesson materials and "prompts," teacher resource materials, and teaching aids. Recycled content forms are included as Attachment #5 to this report.

Student lesson materials: "The Family Car" lesson packet for students includes a story about a family changing the oil in their car and recycling the used oil and filter. The story is written in three versions for beginning, intermediate, and advanced students. Since many ESL classes include



students from a range of levels in one classroom, we have found that it is useful to include all three versions. Students generally progress from the simplest through the level they are able to comprehend, and teachers have created a variety of ways to use the different versions within each level. The packet also includes a vocabulary list, and several exercises such as a true/false worksheet, a crossword puzzle, and a flow chart showing proper and improper oil disposal options, which includes local information where applicable such as phone numbers to call for curbside oil collection service. There also are pages with cartoons showing the characters in the story and various items included in the vocabulary. Each student packet ends with a page or more of local information including list of collection centers and curbside options where available. Information about disposal options for household hazardous waste is also included in most cases.

We created the lesson previous to this grant in Sonoma County and used teacher feedback from classes taught in Sonoma, Napa, Marin and Alameda counties to make some modifications and additions for versions produced during this grant term. The printed student lesson book continues to credit June Michaels as the original author, though she was not involved in subsequent changes. Artist Joal Morris created the illustrations including modifications.

We created 29 local versions of the lesson for jurisdictions funded through this grant. One version is included as Attachment #1 to this report. Copies of all are on a CD accompanying this report.

As prompts, we provide "video message pens" for all students. These pens have eight messages that are displayed in a window on the pen barrel and change with each click of the pen. We produced 11 different versions with local information as well as two "generic" versions for jurisdictions that use the 1-800-cleanup phone and website instead of local contacts. One of these versions is bilingual in English and Spanish, but we found that some ESL programs prefer English-only materials so we created an English-only version as well. A list of all the pen messages is included as Attachment #4 to this report.



The pens are very popular with teachers and students, and teachers report seeing students using them months after the class is taught. At one ESL conference we attended, we saw two teachers writing with our video message pens!

Some local jurisdictions also provided us with additional items to give to students, including used oil recycling containers, funnels, pencils, and Zip-lock bags for filter recycling.

Teacher resource materials: We provide each teacher with a packet of information during the teacher orientation. It includes

- A copy of the student packet
- Overview of the used oil recycling program explaining the source of funding and the importance of recycling used oil and filters

- Class record form
- Explanation of the "key messages" that each student should learn during the lesson
- Description of how to demonstrate an "oil and water visual exercise"
- A list of "Teacher Tips" derived from teacher ideas recorded on class record forms
- Fact sheets on used oil and filters
- Web resources on used oil, general recycling and other environmental information
- Local web resources and program contacts: we created 25 of these for jurisdictions funded through this grant.
- Program materials from local jurisdictions where available, such as fact sheets and brochures.



The teacher packet materials are included as Attachment #2 to this report. Copies of all the local resource pages are included on the CD.

Teaching aids: During each teacher orientation, we provide one or more sets of classroom teaching aids, boxed and labeled with the CIWMB logo and funding acknowledgement. These include

- "Realia," the ESL term for props used to demonstrate words and concepts. Our realia kit includes each of the items illustrated in the basic vocabulary page of the student lesson book:
 - o Drain pan
 - o Screw-top jug
 - o Oil bottle
 - o Filter
 - o Zip-lock bag
 - o Funnel
- Bingo cards for playing "oil recycling bingo"
- Overhead transparencies of all pages in the lesson including the local pages, plus fact sheets and an illustration showing what happens to oil that is thrown into a trash can.
- PowerPoint CD with all of the lesson materials plus the web resource and local resource pages.



We experimented with providing large local watershed maps showing drainage systems in the immediate area of the adult school sites. These were quite well received during the teacher orientations, but we didn't provide them to all programs because they are very expensive; we didn't see them mentioned frequently on class record forms; and they were awkward to handle and store (storage space is always in short supply with ESL programs.)

GRANT-FUNDED ACTIVITIES BY CATEGORY

Publicity and Education

- ▶ Modified the pilot lesson and created 29 local versions
- ▶ Created teacher resource materials and classroom materials
- ▶ Produced prompts (video message pens) for students, in 13 local versions
- ▶ Conducted teacher orientations, and followed up with teachers to answer questions, provide additional resources, and request class record forms
- ▶ Received class record forms for 524 classes taught in 17 counties, and paid teacher stipends for each

Personnel/ Other

- ▶ Notified Used Oil Block Grantees in 18-county project region about the program and invited participation
- ▶ Researched ESL program information for each county, contacted program staff & invited participation
- ▶ Created and maintained project website www.thefamilycar.info
- ▶ Attended regional and state meetings of the state ESL organization CATESOL to meet teachers, learn more about ESL program priorities, and recruit interest in the project
- ▶ Attended HHWIE meetings, Used Oil Forums, and NAHMMA conference to share information and recruit interest from local jurisdictions
- ▶ Obtained and analyzed data from class record forms, used oil collection centers, and assessments of students after taking the lesson, to evaluate project outcomes
- ▶ Completed all required reporting

PROJECT OUTCOMES

The project is successful by several measures:

- ▶ An increase in collection of used motor oil in communities where the lesson is taught of about 100,000 gallons in the first year of the project
- ▶ Students in the ESL classes where the lesson is taught have a rate of DIYer oil changing more than twice the average of the general population. In addition recent immigrants are known to have a high rate of improper disposal
- ▶ Very positive reviews of the lesson materials from ESL teachers who have used them
- ▶ High level of interest and participation in the lesson by adult ESL learners as reported by teachers
- ▶ Self-reported behavior change by students in the months following their exposure to the lesson
- ▶ The project website www.thefamilycar.info is receiving thousands of 'hits' per month
- ▶ Excellent support from local jurisdictions where the program is in place, with most committing Block Grant funds to continue classes

EVALUATION

Methodology

We analyzed three sets of data to measure the success of this project. For evaluation we included data for 600 classes in 19 counties, some of which were funded through local jurisdiction block grants. Our data sets include:

- ▶ Oil collection data to quantify used oil diverted from improper disposal as a result of this project.
- ▶ Class record forms to determine the demographics and oil changing behavior of the adult ESL students who were exposed to the lesson; and teachers' feedback on the lesson itself, how it was used, and their perceptions of student response.
- ▶ Follow-up assessment of students some months after being exposed to the lesson.

Oil Collection Data: Kragen Auto Parts locations

Acquiring reliable collection data to evaluate the success of outreach programs has been one of the most difficult tasks throughout the history of the CIWMB's used oil recycling grant programs. We are excited to report that we can draw a clear correlation between our ESL classes and increased oil collections.

With the help of Glenn Gallagher of the CIWMB, we obtained a spreadsheet of all Kragen collection data filed in incentive Claims statewide from the 1st quarter of 2005 through the 1st quarter of 2007.

Kragen data is the most complete and reliable used oil recycling data available because

- There are Kragen store locations that accept used oil for recycling in almost every community throughout the state
- Kragen stores are widely known to DIYers and receive a high percentage of the total DIYer oil (21 percent according to Glenn)
- Kragen collection facilities serve only DIYers unlike many other used oil collection centers that are also auto service locations: therefore, the reported quantities do not need to be manipulated with estimates of the percentage that is actually DIYer oil

The greatest margin of error in Kragen data is from inaccuracies in reporting by drivers for the used oil haulers, who fill out the manifests. It is very common in our experience for the drivers to report the amount hauled in round numbers, probably representing the capacity of the tank. As a result small percentage



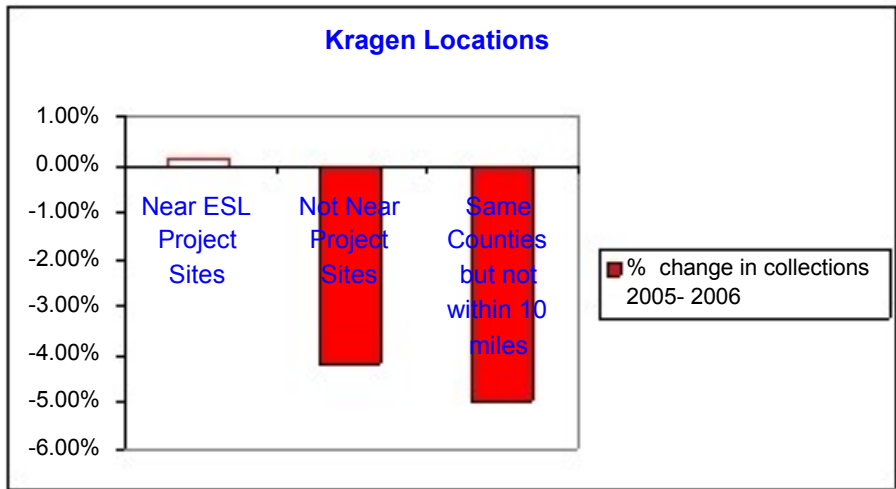
differences at individual stores are not likely to be reliable gauges of actual changes in DIYer behavior.

However, by comparing percentage changes over time in large numbers of Kragen stores, we have a much higher expectation of achieving reliable measurement.

We compared collection data during the year spanning the 2nd quarter of 2005-1st quarter of 2006, with data for the following year 2nd quarter 2006-1st quarter 2007. Since the lesson was introduced in most participating ESL program locations beginning in the second quarter of 2006 or later, these dates give us the best available "before-and-after" data for full years.

After removing all incomplete store listings (that is, store locations for which there were not eight quarters of reported data) we had data on a total of 367 store locations. We used an online mapping program to determine the distances (using ZIP codes) between store locations and adult school sites where the used oil ESL lesson has been taught. In this way we identified 81 Kragen stores within approximately 10 miles of an ESL project site, leaving 286 stores as "controls."

As the chart shows, collection quantities at most Kragen stores dropped during the study period, but increased slightly at locations near our ESL project sites. The total difference between locations near ESL project sites and others was about 5 percent. This held true even within individual counties where there were Kragen locations more than 10 miles from one of our project sites.



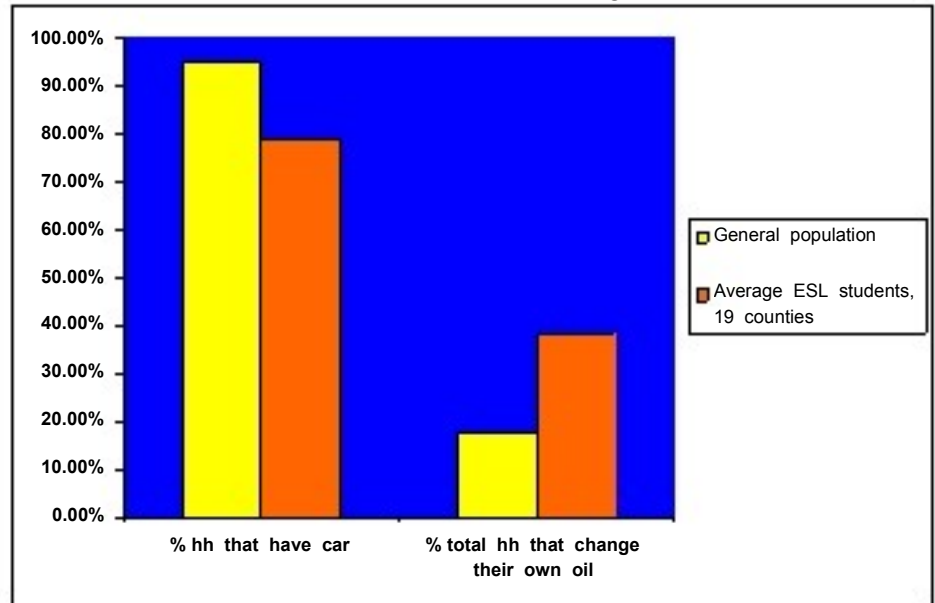
The total amount of oil collected at the Kragen stores near our ESL sites during the year 2nd quarter 2006-1st quarter 2007 was 419,498 gallons. At 5 percent, the amount of this attributable to increased quantities from our ESL outreach is about 21,000 gallons. Kragen stores account for roughly 21 percent of total DIYer used oil collected in the state so we can estimate that our program resulted in an increased diversion of about 100,000 gallons during this one year. Since the program was still being initiated in many of the locations well into the year, the expected diversion in future years will likely be even greater. This supposition is supported by a comparison of data between the 1st quarter of 2006 and the 1st

quarter of 2007. The difference between stores within 10 miles of an ESL project site and all others for these quarters was 5.68 percent.

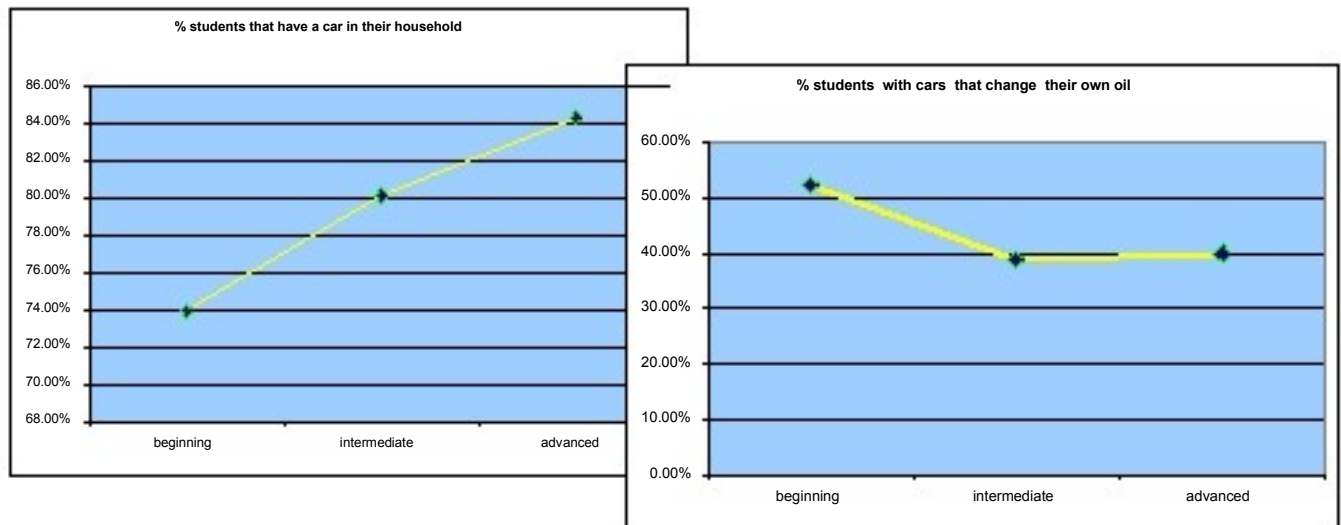
Class Record Data

We entered all information from class record forms in a Microsoft Access database for analysis.

Demographics and Oil Changing Behavior: The data show striking evidence that the project is reaching an important target audience for used oil recycling information. 79% of students own a car or have a household member who does, about 12% less than the general population. In spite of this, the percentage of total students who change their own oil (or have a household member who does) is well over twice the state average: 38.4%. Among students who have cars, the rate of oil changing is 49.8%. This is particularly significant since research shows that newcomers are much more likely to improperly dispose of used oil.



The rate of car ownership goes up in more advanced classes, while the rate of DIYer oil changing drops slightly. This may reflect the trend in the general population toward less DIYer oil changing, and may also correlate with increasing affluence.



As reported in our last progress report, 45 percent of students are male, 55 percent female, from a sample of 43 classes. Sex ratio ranged from 90 percent male to 90 percent female. Although we didn't ask for additional comments in this survey, several teachers remarked that the female students found the topic interesting and that they plan to inform husbands and sons about what they've learned.

Class size varied from 6 to 40, with an average of 18.8.

Student diversity is remarkable. Since the last progress report we have received class record forms documenting even more languages spoken, for a project total of 57 different languages!

While almost all classes included students who spoke Spanish, most classes had speakers of at least one other language, with an average of three languages spoken per class. Some class records listed as many as 11 languages spoken. The most common languages spoken in classes included Spanish, Chinese (both Cantonese and Mandarin), Vietnamese, Korean, Farsi, and Russian.

Native Languages of Students in "Family Car" classes to date			Languages Most Commonly Spoken	
Albanian	Hebrew	Portuguese	Spanish	98%
Amharic	Hindi	Punjabi	Chinese	40%
Arabic	Hmong	Romanian	Vietnamese	22%
Assyrian	Hungarian	Russian	Korean	17%
Armenian	Indonesian	Slovenian	Farsi	13%
Azerbaijani	Iranian	Spanish	Russian	11%
Bosnian	Italian	Sri Lankan	Portuguese	8%
Bulgarian	Japanese	Tagalog	Punjabi	8%
Burmese	Khmer	Taiwanese	Arabic	7%
Cambodian	Korean	Tamil	Japanese	6%
Cantonese	Laotian	Thai	Thai	5%
Czech	Lithuanian	Tongan	Cambodian	5%
Dari	Mandarin	Turkish	Laotian	3%
Eritrean	Mayan/Aztec	Twi	Turkish	2%
Ethiopian	Mien	Ukrainian	Taiwanese	2%
Farsi	Moldavian	Urdu	Polish	2%
French	Mongolian	Vietnamese	Ukrainian	2%
German	Pashtu		Tagalog	2%
Gujarati	Persian		Burmese	2%
Haitian	Polish		Hindi	2%

Instructor: Mayre Burnside Date: May 2, 2006

INSTRUCTOR'S CLASS: English Level 3 Intermediate Advanced

How many students have a car in their household? 17

Description of class (games used, story level, ...):
We used story levels 1 and 2.
My students were very interested and engaged.
Everyone took the lesson very seriously and wanted to do
it with their families.
Everyone wants to recycle but often they don't know how.

Other notes: _____

Make check out to: Mayre Burnside Phone/email: mayre@nberengineering.net

Date received: 4/2/06 Date paid: 4/18/06 (\$50 paid per class of 6 or more students)

13123

ST TO: U
 LASE MAIL, CA 95102
 758 Pine St.
 Box 707/575

Teacher feedback

Two hundred eighty teachers have returned one or more class record forms. In addition to the questions on class size, class level, native languages, car ownership and DIYer oil changing described above, the form asks four 'open-ended' questions:

- ▶ Description of class (games used, story level, ...)
- ▶ Student Feedback
- ▶ Instructor Feedback
- ▶ Other notes

(A copy of the form is included in the Teacher Packet, Attachment #2 to this report.)

We read the class record forms carefully as they came in, and used many of the teacher suggestions and comments to improve the lesson and teacher resource materials.

Several teachers sent activities and classroom materials that they developed themselves to accompany the lesson, and these are posted on the project website for other teachers to use.

For this evaluation report, we combed through the transcribed forms and coded teacher comments into several categories.

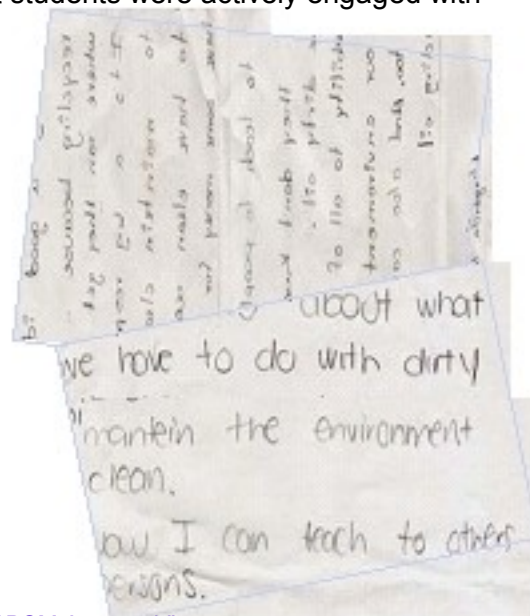
- On 68 percent of the forms, teachers suggested that students were actively engaged with the lesson and/or the information benefitted the students. For example,

"Students very interested and lots of unfamiliar vocabulary introduced. Positive feedback."

"This was the largest class I've had at the worker center in months! The lesson was great and it was so fun to see the students so involved."

"They told me this was a very important lesson. They really enjoyed it."

"Students were involved and responsive. They especially appreciated the list of places that they could recycle their oil."

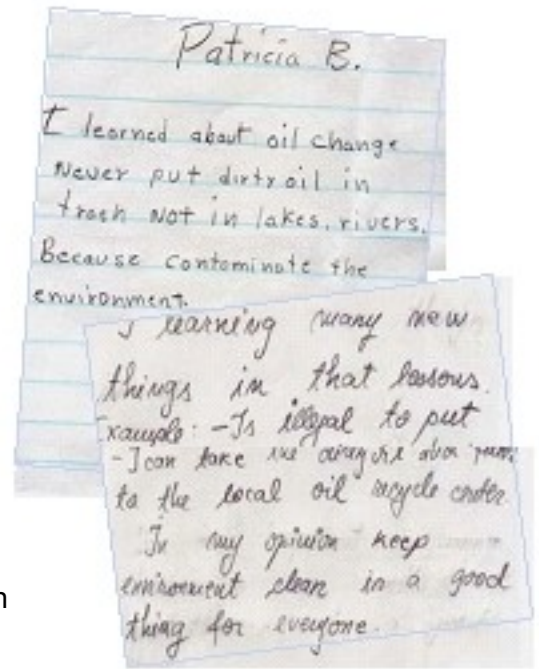


"All students found the information helpful. It inspired them to look more at other hazardous wastes and how to dispose of them"

"The students really enjoyed the lesson and wanted to tell friends, family, and neighbors why it is important to recycle. The students said if people understood the importance of recycling, they would do it."

- Only six forms mentioned that some students were not interested in the lesson, and every one of these said that other students in the same class were interested.

Some teachers also included samples of student writing, such as those shown here.



The elements of the lesson that seemed to particularly interest the students included

- ▶ General interest and concern for the environment
 - ▶ Illegality of improper disposal and associated fines
 - ▶ Specific information about local collection centers and/or curbside programs
- On 35 percent of the forms, teachers specifically mentioned that students expressed interest in the environment. Some examples:
 - "Students felt it was a very important topic. They appreciated the contact information and learned about the hazardous effects of throwing away oil inappropriately."*
 - "They found the fact sheets interesting! They were especially concerned about water contamination."*
 - "The students were very interested in the subject and the vocabulary words. We talked about recycling in the country where they are from too."*
 - "All the women were very attentive, mainly because of the pollution factor and the safety of their families"*
 - "Students continued to discuss recycling into the break while reading the pamphlet."*
 - Over 23 percent of the forms mentioned that the teachers tied the lesson in with other environmental issues. In some cases this was as a result of interest expressed by the students. Also, the additional materials provided by local jurisdictions (such as recycle guides and fact sheets) were used by many teachers. Several teachers also tied the lesson to particular local issues.

"We talked a lot about what else we can recycle (on the San Francisco Recycle Centers handout). We also talked about storm drains."

"The discussion related to a chapter we were studying about the environment. So it was helpful to discuss waterways and how to keep them clean."

"Using EARTH DAY as the spring board, I introduced ways to protect the environment (disposal of medications, use of fluorescent light bulbs and nonuse of plastic bags) as a lead into recycling of oil and oil filters "

"One particular problem in San Pablo is its proximity to Chevron oil refinery where there's been chemicals released and shelter in place. So people may be more concerned about pollution."

"Recycling oil led to other good ways of protecting the environment. We also talked about the two whales who had recently come up to Sacramento and the toxic water the whales were in."



- Seven percent of the forms mentioned students' interest in the information about the illegality of improper disposal and associated fines.

"My students responded most strongly to the \$10,000 fine."

"Many students weren't aware of harmful effects of dumping oil, or that it was illegal."

"Students were surprised that putting oil and filters in regular garbage bins is illegal."

- Over 22 percent of the forms mentioned the use of specific local information on collection centers and/or curbside collection.

"Students appreciated the list of places they can go to dispose oil, paint and other toxic materials."

(quoting a student essay) "I now know the locations of the recycling centers. That is useful information. I will share the information with my friends, family and my neighbors etc."

"Many students were interested to hear about curbside collection. They were not aware of this service before."

Of the 280 teacher responses, 65 percent made positive comments about the lesson materials themselves. A few examples:

"A great lesson! Fun to present and the varying levels made it easy to present to my literacy class!"

"Thank you for making it so easy to teach this lesson. The overheads and props were wonderful!"

"Great lesson! Ready-to-go! Kept all students all levels involved. I'd love it if I had a prepared lesson like this every day!"

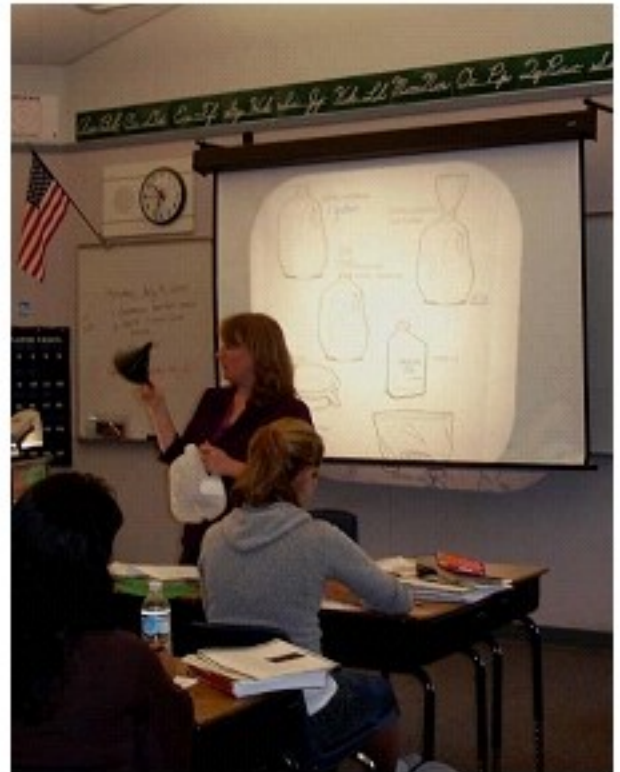
"I really felt great about teaching this very useful lesson. The realia and tips were great, I'll keep doing it!"

"Having three levels of stories was very helpful as these students can use with other people or with their own children."

"I love this program. It is a blast to teach and the importance of the topic is crucial to our environment."

"Great packet and sample objects. Loved the Bingo game. Pens were fabulous."

"Excellent information. Materials are easy to work with and branch out into other ways of learning the message. The students walked out with practical information and three places near them to recycle oil."



• Less than 3 percent of teachers had negative remarks of any kind about the materials. These included those as mentioned above that said some (but not all) students were not interested in the lesson. Others referred to specific portions of the lesson materials or pointed out inconsistencies which we fixed as a result. There were also a couple of larger environmental concerns. Examples:

"The stories in the packet could be made more interesting."

"Way too much vocabulary for beginners on pg. 4. I skipped over that page and used pg. 3"

"Question #4 on the T/F is different in the Power Point presentation than in the student handouts."

"The packets can maybe be condensed a little to save paper, and trees."

"I strongly dislike the sentence "George loves the Family Car" Since 1/2 of my students do not own a car, this material may actually result in making them feel they need to get a car, thus increasing pollution."

(We felt that this last point was very valid, and addressed it by creating a set of teacher resources on the website called "car-free.")

- Twelve percent of the forms included specific suggestions. Some of these we were able to implement in later versions or by making materials available on the website. Others were beyond our scope or budget but could be implemented in future. Examples:

"A role-play would be fun."

"One big color poster showing flow to Bay would be nice."

"A list of words to be used for the Bingo would have been good."

"Family needs a mother!"

"I'd like to see some easy lessons on general recycling."

Several teachers remarked that they themselves had learned new information from the lesson. Since ESL teachers tend to be highly communicative and socially active people, this may represent a significant additional benefit to the project.

Dec 06 06 03:27p FREEMONT ADULT SCHOOL

Class Record/Invoice

Instructor: Valencia Zimon Date: 12/6/06

Location: Freemont Adult School

Number in class: 20 Level: Beginner Intermediate Advanced

Students' native language(s): Spanish, Chinese, Korean, Vietnamese

How many students have a car in their household? 23

How many children speak Spanish, English, and...? very noisy, crossword puzzle, bingo. the most powerful tool was the fact sheet on used oil recycling. Students asked many questions. We also went on oil Internet in the lab and explored some websites. They cared about the car and their new country & the beautiful Bay Area. They said the lesson was interesting and well-organized.

Instructor Feedback:

I really enjoyed teaching this lesson. I was able to educate of their families and communities.

Other notes:

Thank you for this opportunity!

Valencia Zimon

Address to mail check:

4322 Cambria Street Fremont CA 94538

12/6/06 12/6/06 # 3736

NAME THIS IS TO: Used Oil E: 10/10/75 10/10/75 10/10/75 10/10/75

"I live in a condominium building with 30 apartments. We have a problem with people leaving oil cans, bottles etc. at the Dumpster. I posted your information and I asked for time at the next meeting to talk to the homeowners. Thank you for this valuable information."

"I really enjoyed teaching this lesson and learned a lot myself. I made sure that students clearly understand their role as educators of their families and communities."

"There was even some new information for me (discarding used filters correctly)."

Final Report URD4-04-6

"Taking the Message to Recent Immigrants through ESL Classes: a CBSM Approach"

C2: Alternative Services November 2007

Follow-up Assessments

We invited teachers who had taught the class to complete a follow-up assessment to evaluate changes in behavior by their students resulting from exposure to the lesson. The assessment instrument was developed with the help of certified ESL instructor Daniela Kingwill. The form was included with teacher stipend payments, e-mailed to teachers for whom we had e-mail addresses, and posted on the website. (A copy of the form is Included as Attachment #3 to this report.)

We received 26 follow-up assessment forms representing 993 students who had been in class when the lesson was taught. The average time between the class and the follow-up assessment was 3.13 months. Twenty-six percent of the students reported having changed their oil (or a household member having done so) since the lesson was taught.

Because the information was incomplete on many forms, we have done the best we can to accurately analyze the data in meaningful ways.

Ten of the forms included complete numerical data allowing us to compare the reported behavior of students before and after exposure to the lesson. This data show a very clear improvement in self-reported behavior. It is likely that the actual difference in behavior before and after the class was greater than reported since students may have been reluctant to admit to having improperly disposed in the past. As one teacher suggested,

"I think that my students may have been embarrassed and therefore didn't speak the truth."

The ten forms with complete data represented 223 students, 82 of whom had changed their oil since being exposed to the lesson.

Family Car Follow-up Assessment
 Thank you for helping us to assess the Family Car lesson! Please complete this form with information from students who have been taught the lesson in the past. (These may be students still in your class(es) and/or others that you remain in contact with. You may wish to gather the information from individual students or by a show of hands in class.)

Instructor: Let Williams Date: 5-30-07

Location: Martinez Adult Education County: Contra Costa

Total number of students: 76 Approx. months since the lesson was taught: 5

How many students have changed their own oil (or a household member has done so) since they participated in the Family Car lesson? 9

Of those that have changed their oil:

What did they do with the oil and filter?
 Took to recycling center: 1
 Used curbside recycling service: 2
 Still have it at home: 0
 Recycled oil but not filter: 0
 Other: _____

What did they do/ would they have done before studying the Family Car lesson? (please fill in the number of students that answer each of these possible choices)

Took to recycling center: 3
 Still have it at home: 0
 Recycled oil but not filter: 3
 Disposed improperly (trash, pour on ground, burn, etc.): 2

For all students, whether or not they change oil themselves:

Did they tell anyone else about the lesson? Yes 23 No 3
 (please fill in the number of students that answer each of these possible choices)

Any other comments, anecdotes, questions (please feel free to use the back):

agreed that they'd learned how important it is to recycle motor oil and filter, and most shared this info with family members and friends. In other words, it's a valuable lesson for all.

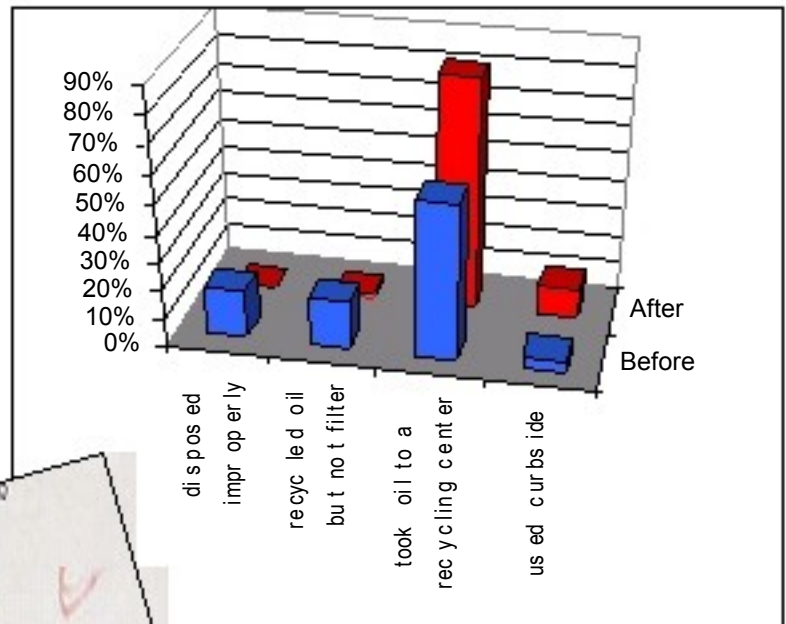
PLEASE, THIS SLIP, USED ON EOL, ONLY FOR THE SANTA ROSA CCA, 707-548-6605

As the chart below illustrates, reported incidents of improper disposal dropped from 17 percent to zero. Similarly, recycling of oil but not filters dropped from 17 percent to

1 percent. Taking used oil to a collection center increased from 55 percent to 82 percent, while use of curbside collection service increased from 4 percent to 11 percent.

Including the forms on which teachers used tick marks instead of providing complete numerical data, 16 of 24 noted that students reported having improperly disposed of oil in the past, but none since the lesson was taught.

All but two of the assessment forms we received reported that students had told others about what they learned in class.



When both is great, and please use more than one form if that is easier for you.

Instructor: Eva Jankovic Date: 8/2/07
(# included in this sheet, students who have been taught the lesson)

How many students have changed their own oil (or a household member's) since the lesson? 10

Took to recycling center: ☒

Unsure about proper disposal, just got someone else to do it: ☐

Other: None

Still have it at home: ☐

For all students, whether or not they change or themselves:

Did they tell anyone else about the lesson? Yes ☒ No ☐

Yes, they are doing really well.

CHALLENGES & LESSONS LEARNED

This is a complex project since we have activities taking place in many different and varied sites, and have prepared materials specific to many different sites. We kept inventory to a minimum by ordering those printed materials that we created in multiple versions (student lesson materials, local teacher resources, and the local pages used in overhead transparencies) only as needed. We did have to maintain inventory of the multiple versions of "video message pens," and we also kept a stock of realia items ready. A very full 5-by-5-foot rental storage unit has sufficed for our storage needs.

Two major challenges affected the project. Both, with the benefit of hindsight, could probably have been avoided.

Time Budget

Very early in the grant period, it became clear that making contact with school programs, scheduling orientations, and then maintaining contact with the individual teachers was going to take far more time than we had planned. As discussed in the Project Description section above, ESL programs vary widely in size and structure. Simply finding the right person to talk with is often quite a chore, and working with teachers' schedules also may take many calls and e-mails. We also found that teachers had many individual questions and suggestions, so that serving as an ongoing resource to teachers took more time than expected. This was time we were pleased to spend as it enhanced the project, but it was not time that was budgeted.

As described in the memo "ESL Grant URD4-04-6- Budget Structure" dated 4/30/07, we met this challenge by reallocating the time budget (with approval of the grant manager) to more hours at the lower staff rate. Most of the senior staff time was absorbed into the cost per class charged in the Publicity and Education section of the budget, or was simply not billed.

With the re-allocated hours we were able to hire a part-time staff person dedicated entirely to this project. Our first staff person quit in frustration at the repeated phone calls and e-mails needed to establish each school program. Partner Connie Cloak worked at the lower staff rate for several months before hiring our Bilingual Outreach Specialist Hugo Mata, who has done a terrific job ever since. (Hugo also has the advantage of having been an ESL student himself, and has been asked to speak before several assemblies of students.)

Materials Budget

We designed the budget to include 600 classes taught, and budgeted for student lesson books, pens and other materials for that number. We neglected to consider the effect on the budget if teachers did not use the materials provided, or (as is more often the case) used them but failed to send us the Class Record Form to verify that the class had been taught. We also failed to allow for extra inventory of pens, different versions of which had to be produced before we knew exactly how many would be used for each program.

We realized in November 2006 that we were going to run out of money in the Publicity & Education section of the budget before reaching the goal of 600 classes. We were given permission by our grant manager to complete a lower number (as low as 400 classes) if necessary. As it turned out, we were able to complete 524 with grant funds. Contracts with other jurisdictions with Used Oil Block Grant funds have allowed us to complete the 76 additional classes necessary to reach the goal of 600.

Administration

We have been fortunate in this project to work with helpful and supportive CIWMB grant managers. Both Cheryl Williams and Susan Mueller have been responsive and considerate, and have expressed a lot of personal interest in the project.

Though we have worked on a number of Used Oil Recycling Grants in the past, this is the first grant awarded directly to our company. After carefully reviewing the Terms and Conditions and the Procedures and Requirements documents, we requested a kick-off meeting. Connie Cloak and Cheryl Williams met and reviewed a list of questions Connie had brought. The resulting clarification was very helpful. When Cheryl moved to another position a few months later, she arranged a meeting with Connie and new grant manager Susan Mueller. Again, this was a helpful opportunity to discuss the project and clarify procedural issues.

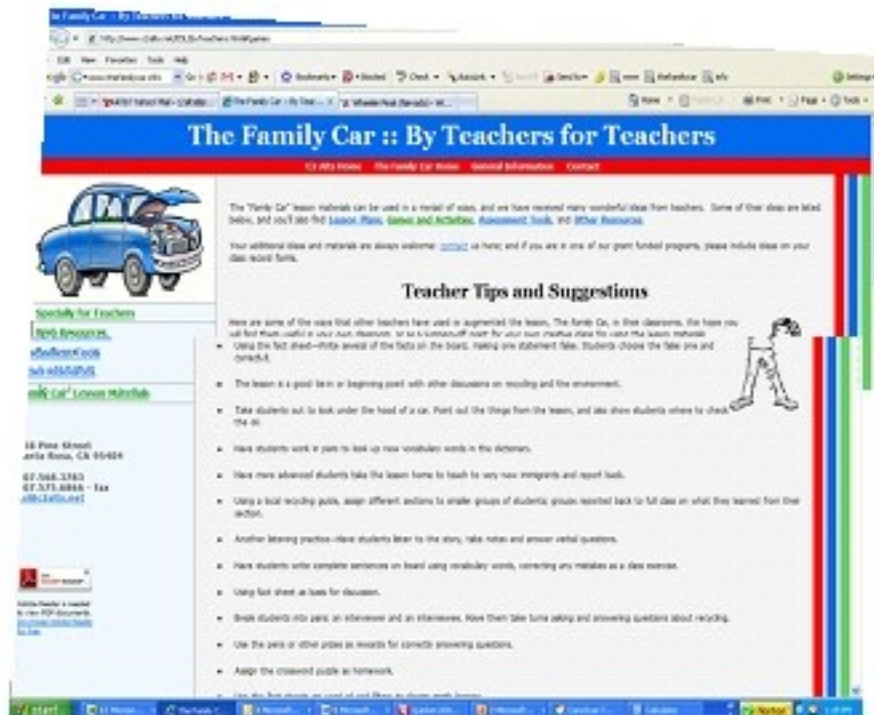
We suggest that such kick-off meetings and transition meetings be standard procedure especially with first-time grantees.

Partnerships

This project brings together two different worlds -- ESL teachers, students and administrators on the one hand, and Used Oil Recycling grantees on the other. It is a real pleasure to facilitate this connection.

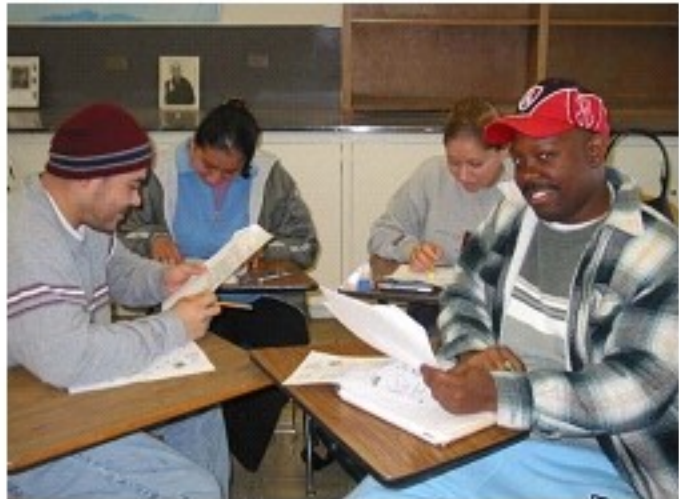
ESL instructors are consummate educators, and the environmental community can learn a lot from their skills and perspective. They received this new subject material with interest, and particularly as they discovered that their students were interested, they became engaged to a greater degree than we could have hoped. The contributions of the teachers have inspired us to carry the project beyond our

original plans. In particular, the project website www.thefamilycar.info includes a lot of material suggested and even provided by teachers.



Our approach to working with teachers has been to emphasize that they are free to use the materials we provide in whatever way works best for them and their students. Our only "requirement" is that the key messages about recycling of used oil and filters be communicated effectively to students. We feel that this approach is an important element in the success of the project. The teachers' creativity and expertise have gone far beyond anything that could have been done by a more formal, scripted approach.

ESL students are the embodiment of the American Dream. We are continually impressed and humbled by the courage and hard work needed to survive and prosper in a new land. The level of concern for the environment expressed by these new immigrants is a reminder both sobering and inspiring that the threats to our planet are grave and must be met by the concerted action of every one of us.



Administrators of ESL programs have been of tremendous help with this project. They have maintained stocks of our student materials and classroom teaching aids, often establishing sign-out procedures for teachers. They have helped us get the record forms back from teachers, and given us valuable program feedback. Many of these administrative people do not teach in the classroom and so are not compensated by the project for the extra work they have contributed.

Local jurisdiction staff have been supportive and helpful throughout the project—indeed many of them "bought in" before we started, with letters of support to our grant application. Many have contributed additional materials to be given to teachers and students, and some have arranged with us to visit ESL classes to observe the lesson being taught.

As we complete this report, we have received assurances of continued support from virtually every jurisdiction where the lesson has been taught. It is wonderful to be able to maintain the relationships we have developed with the ESL programs and to continue to inform recent immigrants about recycling of used motor oil and filters.



Final Report URD4-04-6

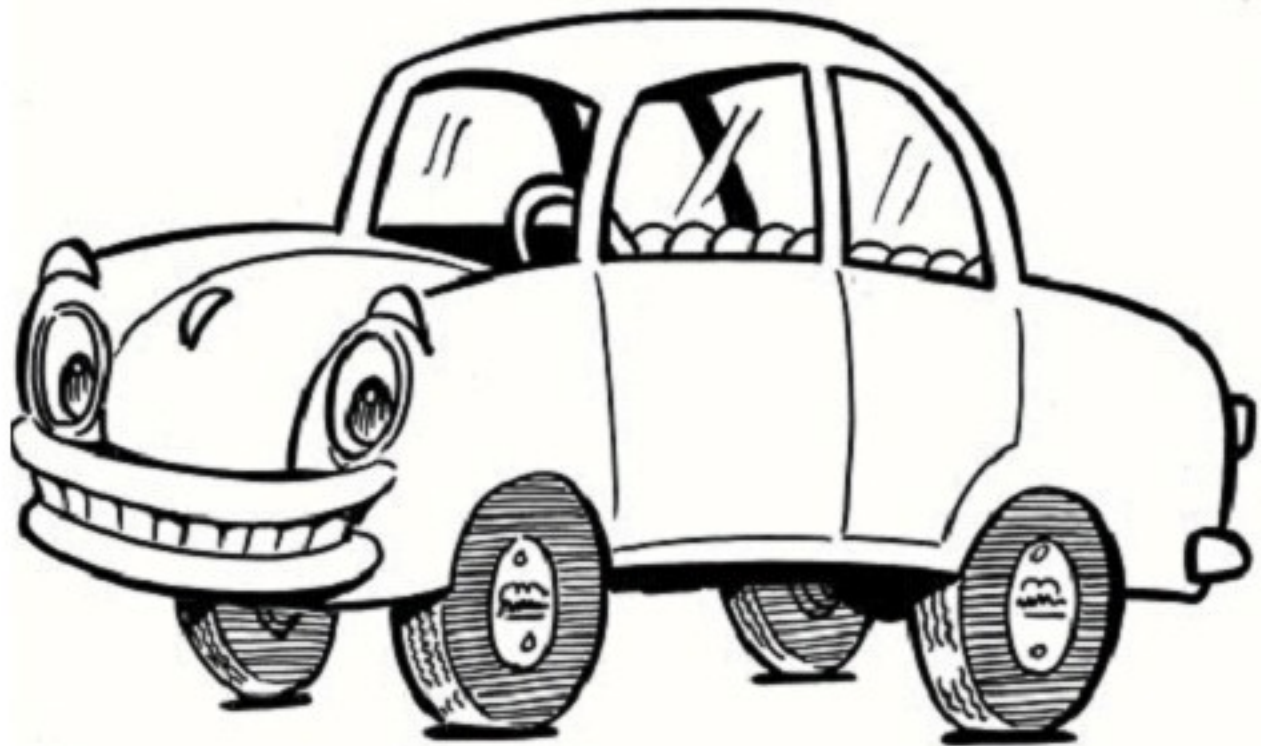
"Taking the Message to Recent Immigrants through ESL Classes: a CBSM Approach"

C 2: Alternative Services November 2007

Attachment #1
"The Family Car" sample lesson

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THE FAMILY CAR



UNION CITY/
NEW HAVEN SCHOOL DISTRICT

The Family Car

text by June Michaels

pictures by Joal Morris



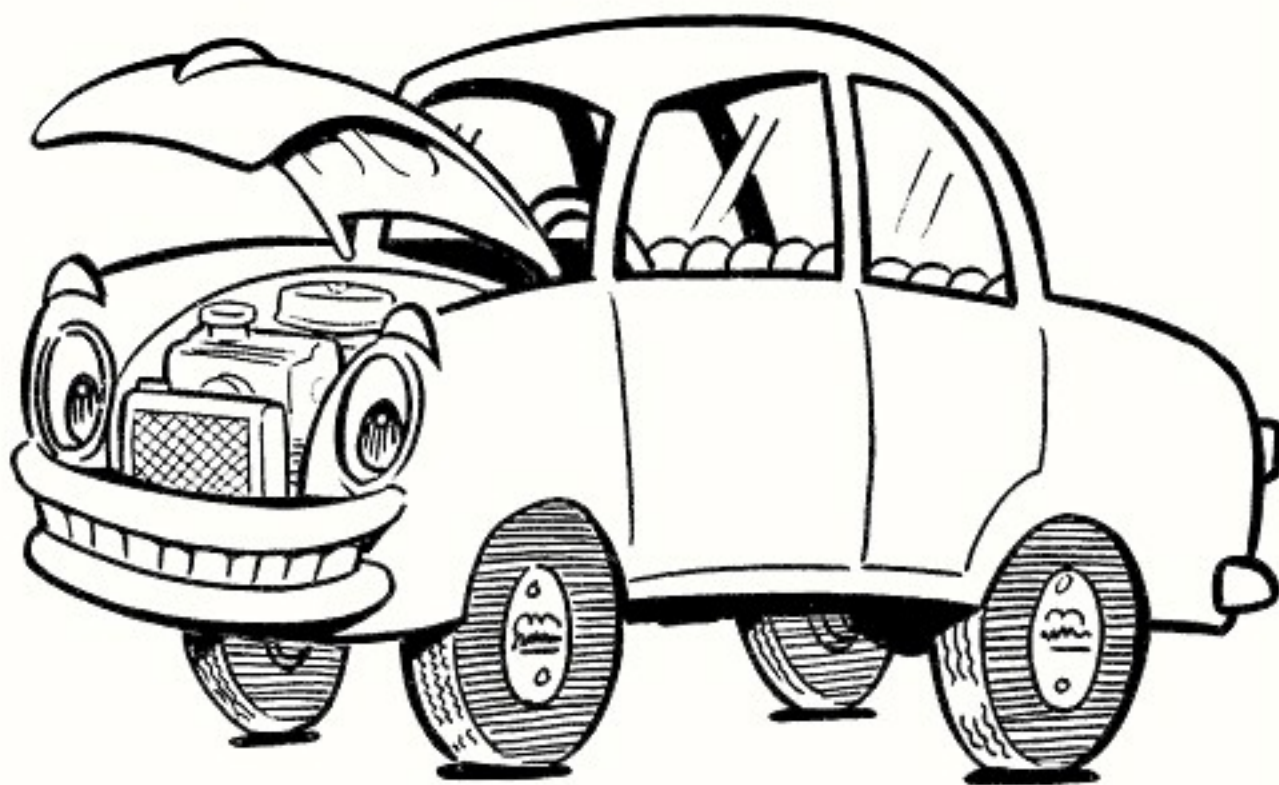
Produced by C²: Alternative Services (707) 568-3783 www.c2alts.net

Funded by a grant from the
California Integrated Waste Management Board
Zero Waste: You Make it Happen!



Printed on recycled paper

The Family Car





George



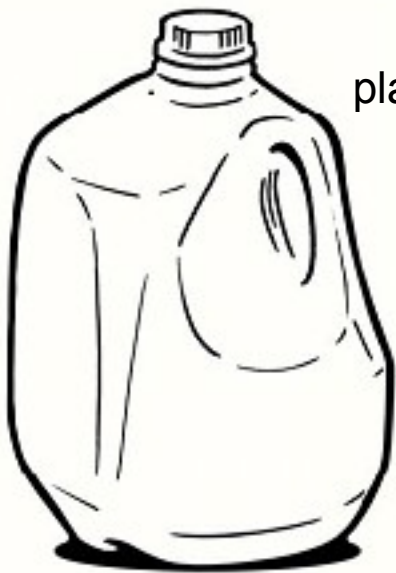
John



Marie



Manny



plastic container



plastic container
with funnel



screw-top
plastic container

oil drain pan



motor oil



oil filter



oil filter bag

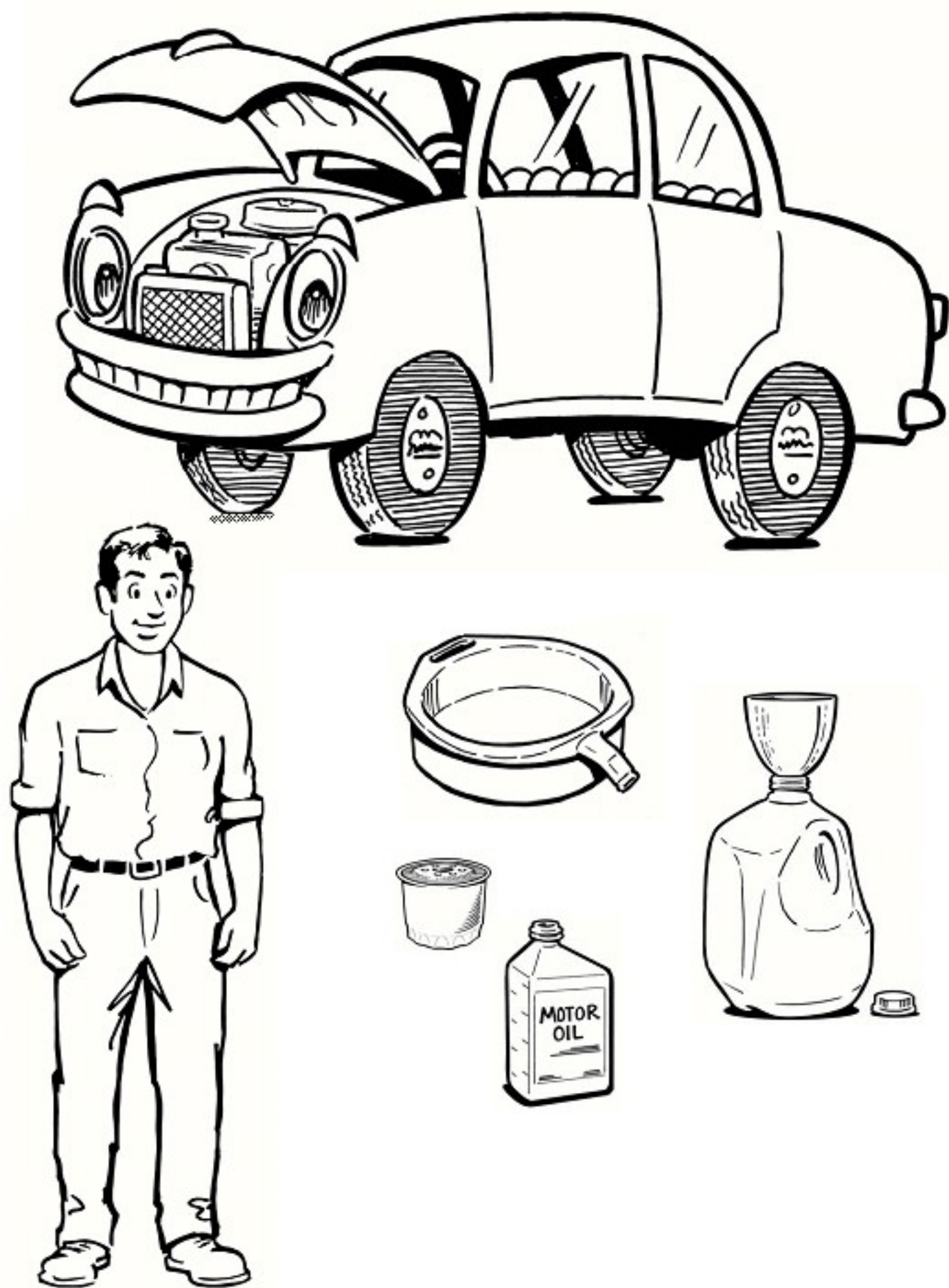
The Family Car

Vocabulary:

fish
funnel
duck
car
oil filter
illegal
local
environment
importance
oil drain pan

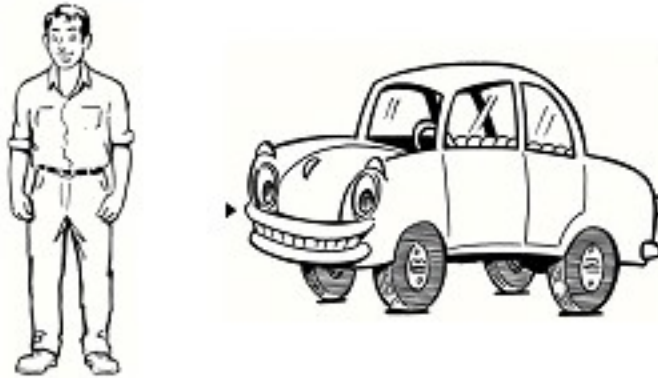
oil
oil recycle center
hazardous
sludge
plastic container
contaminate
oil change
mileage
pollute
screw-top

recycle
clean
water
dirty
toxic
maintenance
filter bag
drink
street drain



Story #1

The Family Car



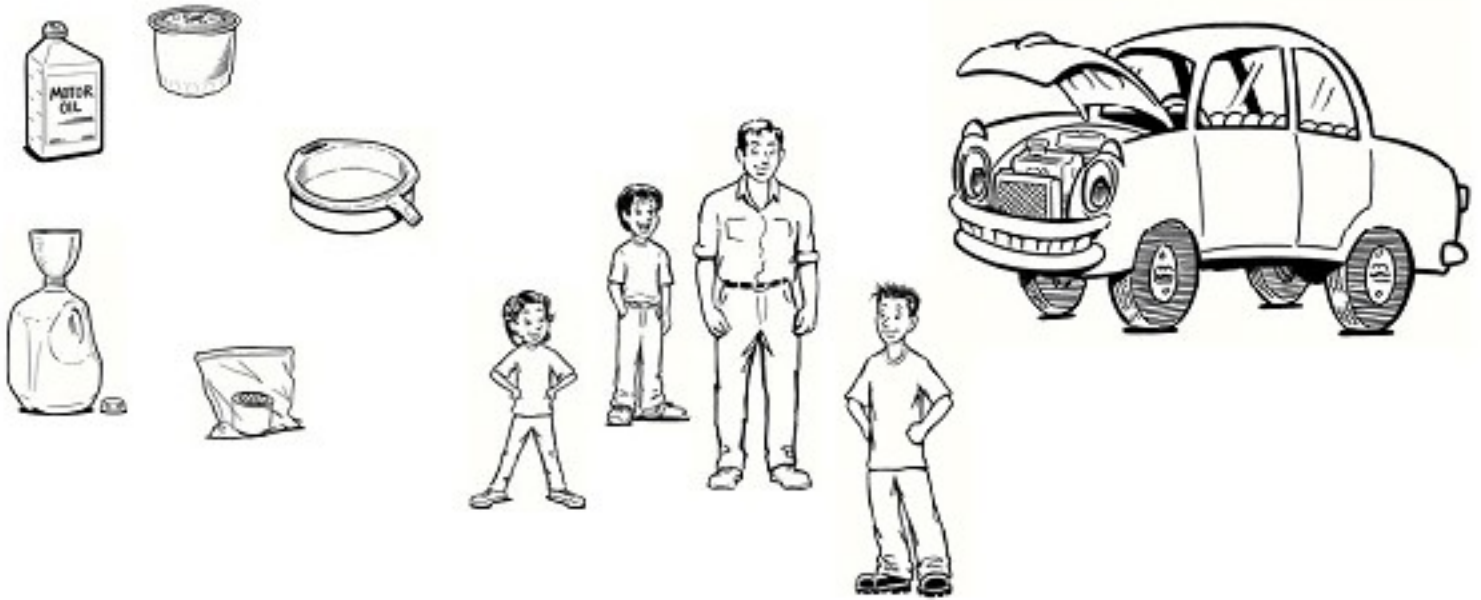
George loves the family car. George takes good care of the family car.



George's oldest son is John. John wants to drive the family car. George wants John to learn car maintenance.



Little Manny and Marie want to learn, too.



George shows his children how to take the dirty oil out of the car, and put clean oil in.



George does not want the dirty car oil to pollute our water. He takes the dirty oil and filter to the local oil recycle center.

Story #2

The Family Car

George loves the family car. George maintains the car for safety and good gas mileage. George's oldest son is John. John wants to drive the family car. George wants John to learn car maintenance. George shows John how to change car oil. Little Manny and Marie want to learn, too. George explains the importance of changing car oil and the importance of recycling the dirty car oil and filter. George recycles the dirty oil and filter at an oil recycle center. Mixing anything with dirty oil makes the oil not recyclable.

Story #3

The Family Car

George loves his family and shows it by keeping the family car maintained and not polluting the environment. John, the oldest son, wants to drive the family car. George wants John to learn car maintenance. Today George's children are going to learn how to change the car's oil. George patiently demonstrates each step.

1. Use a clean screw-top plastic container to hold the dirty oil.
2. Use a plastic bag for the dirty oil filter.
3. Put an oil drain pan underneath the car engine.
4. Make sure the engine is warm so all the dirty oil empties from the car engine into the oil drain pan.
5. Remove the engine oil drain plug and allow the oil to drain until it becomes a slow drip.
6. Remove the dirty oil filter.
7. Put the oil drain plug on and attach a new oil filter.
8. Use a funnel to add the clean oil.
9. Take the dirty oil and oil filter to the oil recycle center.

George finishes the lesson by saying that oil gets dirty in the car engine yet can be reused when it is recycled. The oil filter is made of steel and can be recycled to make cars and construction materials.

Additional Vocabulary:

polluting
underneath
finishes

drain plug
performance
reused

construction materials
demonstrates

Family Car Lesson

True or False

Circle **T** if the sentence is true.

Circle **F** if the sentence is false.

- | | | |
|--|----------|----------|
| 1) Fish, ducks and people like polluted water. | T | F |
| 2) It is illegal to put oil down a street drain. | T | F |
| 3) Pollute, contaminate and dirty are almost the same. | T | F |
| 4) Take your clean oil to an oil recycle center. | T | F |
| 5) Mixing dirty oil with old paint is good recycling. | T | F |

WHERE DO I DISPOSE OF DIRTY CAR OIL AND A DIRTY FILTER?



NO! Not in the trash!

NO! Not in drains!



NO! Not on the grass!

NO! Not in lakes, rivers, ponds!

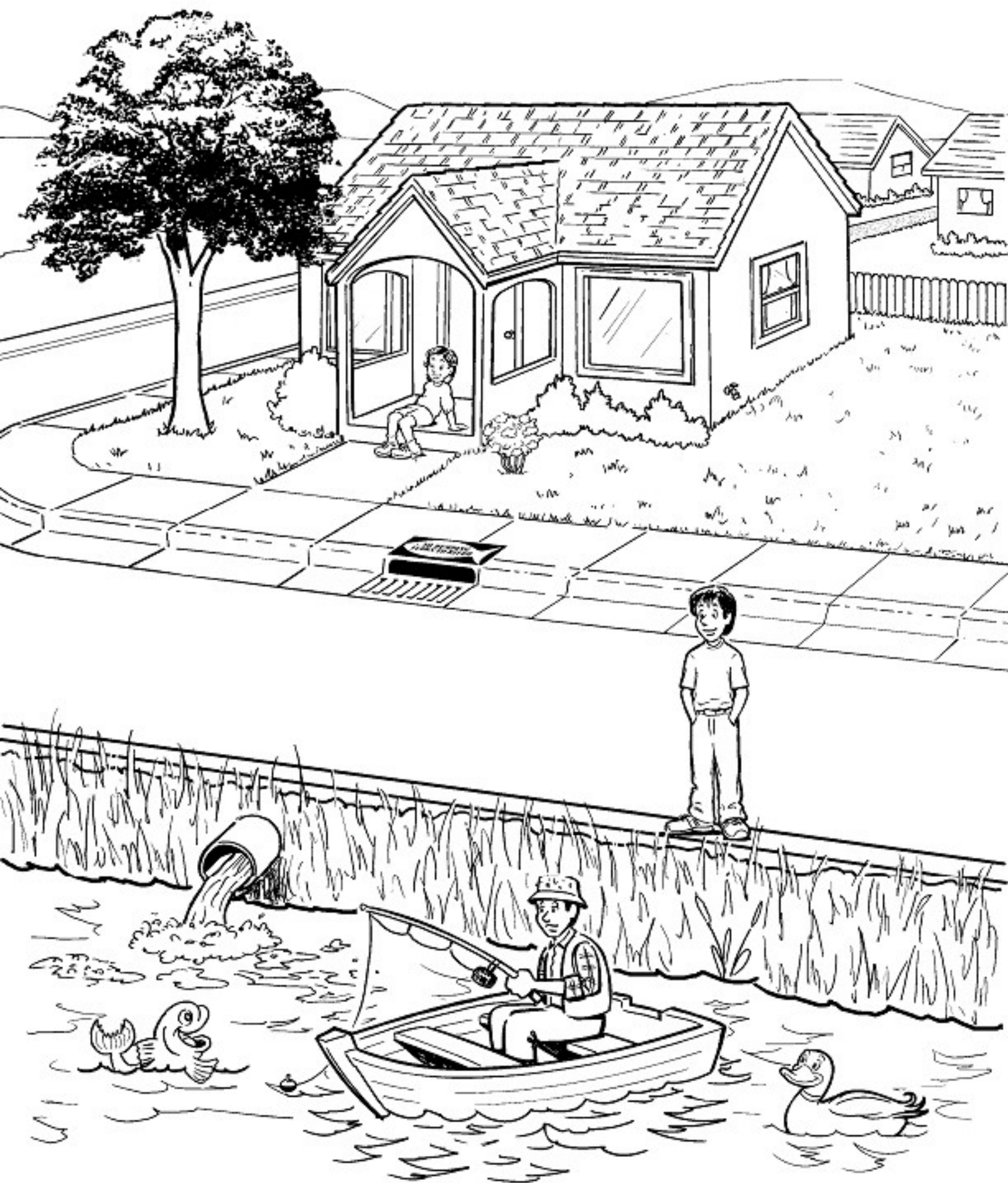


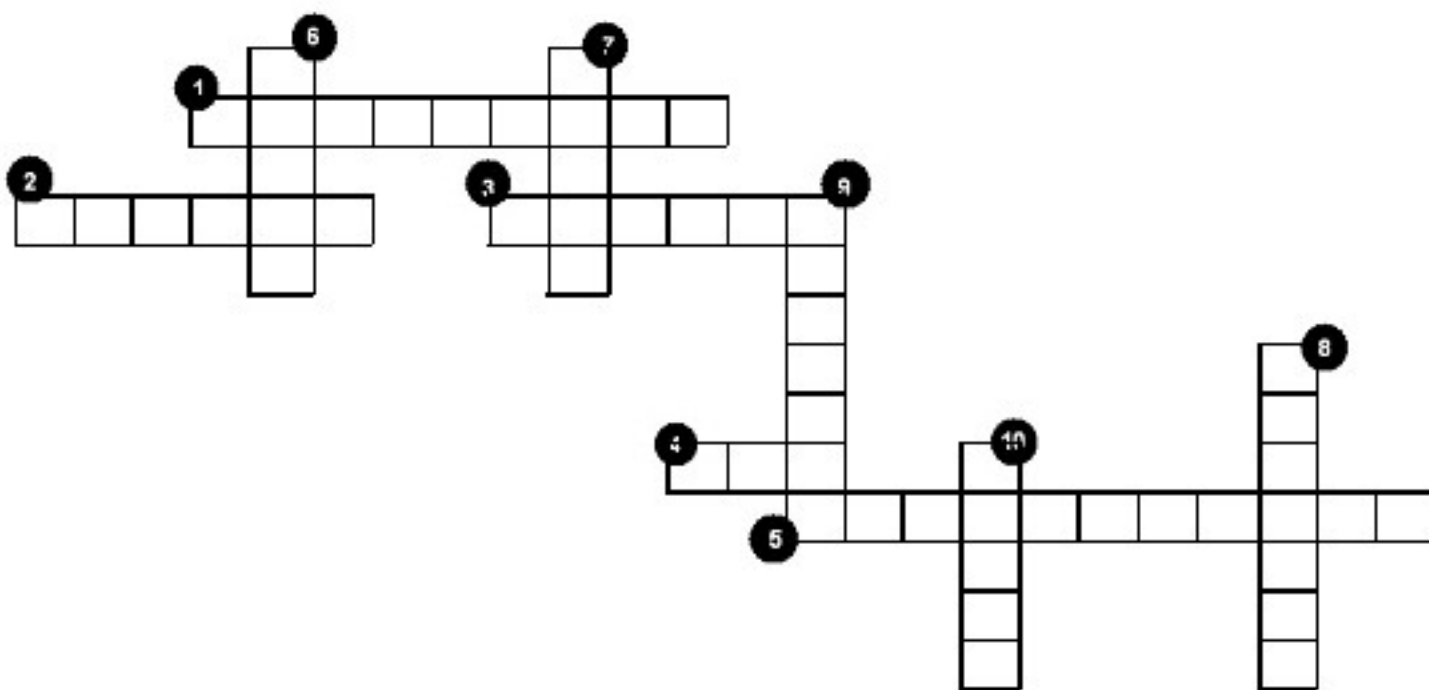
**YES!
at a recycle center.**

**YES! with curbside recycle.
Call 510/429-8030**



**Look on the last page of
this book for a list.**





ACROSS

1. dirty car oil is h _ z _ _ d _ _ s
to the environment.
2. add new car oil with a f _ n _ _ l
3. car oil f _ _ _ _ r
4. you put clean o _ _ in your car.
5. e _ v _ _ _ _ _ _ t is our land, trees,
water, where we live, animals, people.

DOWN

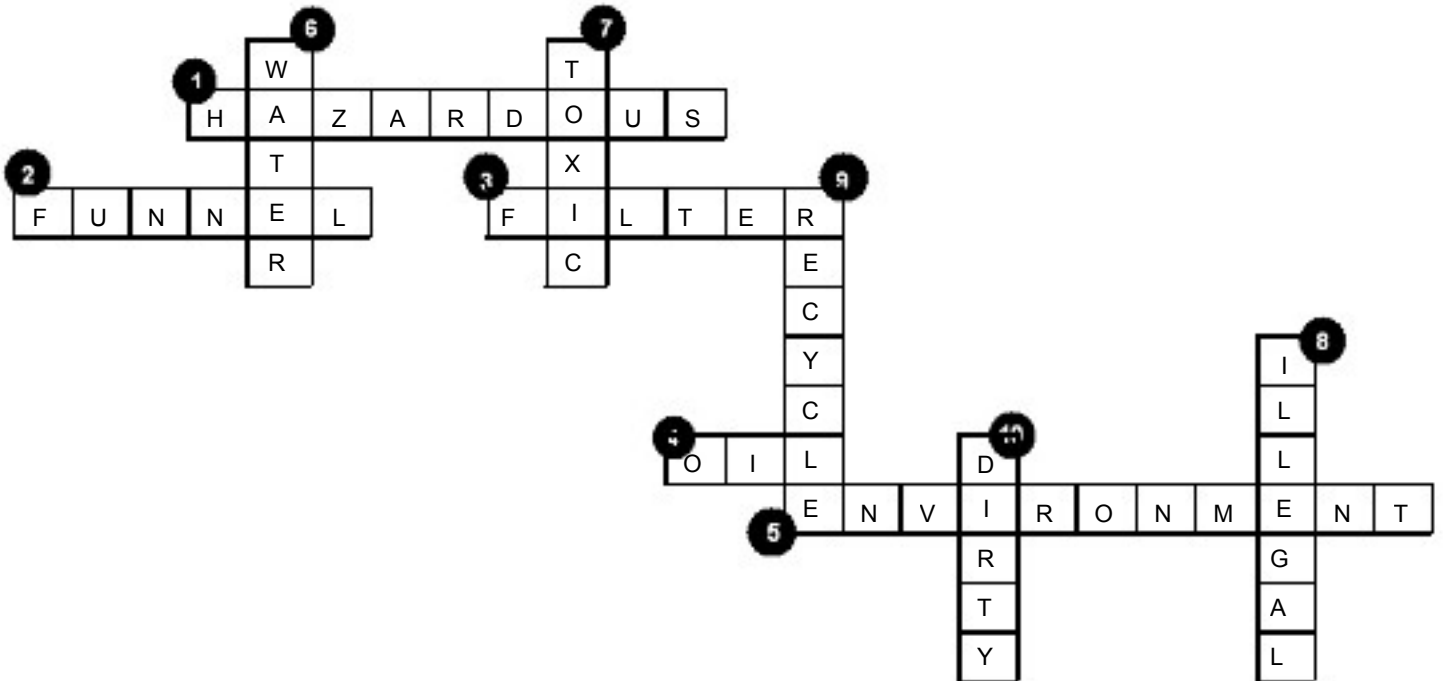
6. you drink and wash with w _ _ _ r
7. dirty car oil is t _ x _ c
8. it is il _ _ g _ _ to put oil in a storm drain.
9. to r _ _ y _ _ e is good for everyone.
10. d _ r _ y car oil is recycled.

WORDS

funnel
filter
water
oil
toxic

recycle
hazardous
environment
illegal
dirty

ANSWER KEY



**TO RECYCLE USED OIL and FILTERS in UNION CITY/
NEW HAVEN SCHOOL DISTRICT**

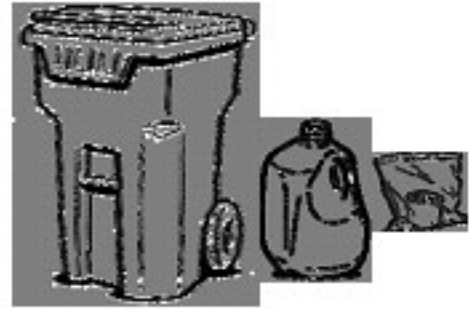
Either

Use curbside pickup (if you have this service) →

Call 510/429-8030

Or

Take it to an oil recycle center ↓



Autozone

32100 Alvarado Blvd.
Union City
(901) 495-7217

Commercial Filter Recycling

33210 Western Ave
Union City
(510) 487-9277

Oil Changer

26070 Mission Blvd
Hayward
(510) 727-0608

Pep Boys

30085 Industrial Pkwy
Union City
(510) 441-0261

Kragen Auto Parts

1601 Decoto Rd
Union City
(510) 487-2742

Hayward Nissan

25995 Mission Blvd.
Hayward
(510) 889-8000

Autozone

24060 Mission Blvd
Hayward
(901) 495-7217

Firestone Store

24019 Mission St
Hayward
(510) 582-2292

Jiffy Lube

153 W Jackson St
Hayward
(510) 783-0850

Hayward Toyota

24773 Mission Blvd
Hayward
(510) 889-8000

Hayward Toyota

24915 O'Neil St.
Hayward
(510) 889-8000

Kragen Auto Parts

1194 W Tennyson
Hayward
(510) 887-7208

Kragen Auto Parts

268 Jackson St
Hayward
(510) 537-6011

Kragen Auto Parts

800 Jackson St
Hayward
(510) 581-1051

Take household hazardous waste to the HHW facility.

Call (800) 606-6606 or go to www.household-hazwaste.org for days and hours.

Hayward LOCATION: 2091 West Winton Avenue, Hayward

Directions: Interstate 880 to Winton Avenue exit. From the freeway, the facility is past the airport, the marine barracks and on the right hand side of Winton Avenue just before the railroad tracks.

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Attachment #2
Teacher Packet Materials

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Dear ESL teacher,

C² Alternative Services would like to thank you for including "The Family Car" in your lesson plan. We hope you will find the lesson packet complete, easy to use, and fun to teach. Please contact us if you find anything missing or if you have any questions about the lesson. The information in this packet- and more- is also available at www.thefamilycar.info

To fund this project, C² Alternative Services received a 3-year grant from the California Integrated Waste Management Board (CIWMB). The CIWMB funds such projects from money that is collected on the sale of motor oil in California; for every gallon of oil that is sold, 16 cents is set aside to be used toward used oil and oil filter recycling programs. Our project aims to expand an existing program into several counties in California. The program introduces information about recycling used motor oil and filters to an audience shown by CIWMB research to be most likely to improperly dispose of used oil: newcomers.

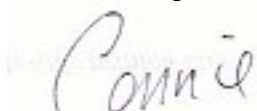
Each lesson packet is modified for your specific area with information about where to take used oil and filters and includes "give-aways" and other recycling information that students can take with them to reinforce the lesson's message. All of these items are paid for through the grant or through donations from the various local waste management agencies.

It is our hope that this program will become permanently funded through the local waste management agencies and initial reaction is quite promising. Several agencies have already expressed their interest in continuing and are already making plans to begin funding this program in their districts.

In this teacher packet you will find a list of teacher tips and suggestions. All of these have come from other ESL teachers after using "The Family Car" in their classrooms. We hope they will be useful to you or perhaps they will inspire you to find even more creative ways to use the lesson. We would love to include your suggestions on the website www.thefamilycar.info, so please send us any ideas you have.

Please don't forget to fill out and send your Class Record form to us. We need this form to pay your stipends.

And thanks again for making us a part of your class.


Connie Cloak
Project Director
C² Alternative Services
e-mail: connie@c2alts.net
phone: 707/568-3783
fax: (707) 575-6866


Hugo Mata
Bilingual Outreach Specialist
C² Alternative Services
e-mail: hugo@c2alts.net
toll-free: (877) 606-6263
fax: (707) 575-6866

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Class Record/ Invoice
"The Family Car" Lesson on Used Oil Recycling

Instructor: _____

Date: _____

Location: _____ County: _____

Number in class: _____ (circle)
Level: Beginning Intermediate Advanced

Students' native language(s): _____

How many students have a car in their household? _____

How many change their own oil (or have a household member who does)? _____

Description of class (games used, story level, ...):

Student Feedback:

Instructor Feedback:

Other notes:

Make check out to:

Phone/email: _____

Address to mail check:

Date received: _____ Date paid: _____ (\$50 paid per class of 6 or more students)

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THE FAMILY CAR

KEY MESSAGES

The goal of the Family Car ESL lesson is to communicate important environmental information to your students while at the same time offering you resources that are helpful in teaching English. We know that the comprehension level of your students varies greatly. Also, while some teachers use this lesson as part of a larger focus on the environment, others may not choose to do so. Here are the key messages that we hope every student will understand after participating in the Family Car lesson:

- Used motor oil and filters must be recycled. Any other type of disposal- in the trash, down a drain, on the ground- is illegal and is hazardous to human health and the environment. The fine for illegal dumping is up to \$10,000.
- Recycling used oil and filters is easy and free. Ideally, we hope that every student leaves the class with specific knowledge of a place where he/she can take oil and filters for recycling. At minimum, every student should understand how to use the information provided to find the nearest recycling location.
- Used oil and filters must be handled properly to avoid spilling and to comply with the law. Oil should be stored in a plastic container with a screw-top. Filters should be transported in a sealed plastic bag.
- Now that students understand about recycling used oil and filters, we hope that they will be motivated to tell others in their communities.

OTHER USED OIL INFORMATION

Here are some other details that we would like students to know if time and ability permit:

- Take oil and filters to used oil recycling centers only when the centers are open for business. The majority of recycling locations are businesses or government-operated facilities that are open during regular business hours. Leaving oil after hours is considered illegal dumping and is subject to a fine.
- Never mix used oil with anything else, even water. If oil is mixed with fluids such as gasoline or antifreeze it cannot be recycled and must be taken to a hazardous waste facility.
- When changing oil avoid getting drips or spills on the ground or pavement. Clean up any spills with rags or an absorbent such as cat litter. A little bit of oily absorbent can go in the trash but a saturated rag or cleanup from a large spill should be taken to a hazardous waste facility.



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Family Car Lesson

Oil in Water Activity

Demonstrate importance of not polluting water with dirty oil.

Props:

Water in a clear container

Sludge...dirty oil (cooking oil + coffee grounds)

Hold up the clean water and ask the following questions:

- 1) Would you drink it?
- 2) Would you wash your hands in it?
- 3) Would you cook with it?
- 4) Would you swim in it?

Hold up the sludge (dirty oil) and ask, "If I put the sludge (dirty oil) in the water, would you..." asking the questions again.

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More Teacher Tips and other materials
created by teachers are available at
www.thefamilycar.info

Teacher Tips and Suggestions

Here are some of the ways that other teachers have used or augmented the lesson, The Family Car, in their classrooms. We hope you will find them useful in your own classroom, or as a jumping-off point for your own creative ideas for using the lesson materials. We will continue to add ideas to this sheet. Your comments on the Class Record Form or separately are always very welcome!

- Using all three levels in the same class as a listening exercise—After reading through each, students tell what new information they got out of the story.
- Using the fact sheet—Write several of the facts on the board, making one statement false. Students choose the false one and correct it.
- The lesson is a good tie-in or beginning point with other discussions on recycling and the environment.
- Take students out to look under the hood of a car. Point out the things from the lesson, and also show students where to check the oil.
- Have students work in pairs to look up new vocabulary words in the dictionary.
- Assign as homework: have students show and tell someone else what they learned today and report back.
- Using a local recycling guide, assign different sections to smaller groups of students; groups reported back to full class on what they learned from their section.
- Another listening practice—Have students listen to the story, take notes and answer verbal questions.
- Have students write complete sentences on board using vocabulary words, correcting any mistakes as a class exercise.
- Using fact sheet as basis for discussion.
- Break students into pairs: an interviewer and an interviewee. Have them take turns asking and answering questions about recycling.
- Use the pens or other prizes as rewards for correctly answering questions.
- Assign the crossword puzzle as homework.
- Use the fact sheets on used oil and filters to design math lessons.

(over, please)

- Create new games and puzzles about recycling using the website www.puzzlemaker.com
- Locate used oil recycling centers on a local map.
- Play "hangman" using the vocabulary words.
- Find songs about cars and have students sing along- good for pronunciation.
- Have a more advanced class learn the lesson and then teach it to a beginning class.
- Use MapQuest to find the locations of the Used Oil Collection Centers (for a computer learning class.)
- Bring in a milk jug with a "pop-off" top to show the difference from a "screw-top."
- Have students color the pictures on page 3 of the lesson to better identify them.
- Use bingo as a review the next day.
- For more advanced students: introduce the vocabulary first, use critical thinking skills to determine how these words might relate to each other, before reading the stories aloud with pronunciation practice and discussion.
- Combine the pictures in Story 1 with the words in Story 2 and have the students match.
- Use the "Oil in Water" activity to start the class, introducing the concept of mixing clean and dirty water, then transfer this concept to motor oil.
- Have students act out or role-play an oil change, using the realia.
- Create additional vocabulary words for the parts of a car (headlights, steering wheel, engine etc.) and have students identify them on page 1 of the student book.
- Cut the "steps" in Story #3 into strips. Have students arrange them in order in front of the class and then read them again.
- When playing Bingo- give a pen when the student understands the vocabulary words on their card.
- Have students make up questions using the information on the fact sheets for question formation review.
- Walk to a storm drain, look and discuss
- Take a field trip to a recycling center
- Look at products made from recycled materials (one class went to a playground with a field made from recycled tires.)









FACTS ABOUT USED MOTOR OIL

- ▶ One quart of used motor oil can contaminate 250,000 gallons of water. Or:
- ▶ One gallon of used motor oil can contaminate one million gallons of water: a year's supply for 50 people!
- ▶ One oil change from one car engine can create an eight-acre oil slick.
- ▶ Oil films on water block sunlight and oxygen from reaching water plants and fish.
- ▶ The amount of used motor oil disposed of improperly by Do-it-Yourselfer auto mechanics every three weeks in the US. is about the amount of oil spilled by the Exxon Valdez super tanker in Alaska: 11 million gallons!
- ▶ One gallon of used oil that is re-refined will produce about 2½ quarts of lubricating oil. Producing the same amount takes 42 gallons of crude oil.
- ▶ Re-refining used motor oil takes only 1/3 the energy of refining crude oil to lubricant quality.
- ▶ If all the used motor oil disposed of improperly each year by US Do-it-Yourselfers were recycled, it could produce enough energy to power 360,000 homes or provide 96 million quarts of high-grade motor oil.
- ▶ If all the waste oil generated in the US each year were re-refined, we would save 1.3 million barrels of oil per day, or half the output of the Alaska pipeline.
- ▶ 40 percent of the pollution in America's waterways is from used motor oil.
- ▶ Used motor oil often contains toxic metals such as lead, cadmium, arsenic, and chromium. These can seep into ground water when dumped on the ground or in the trash.
- ▶ Not recycling used motor oil does more than cause environmental damage and create a human health hazard: it's also a missed opportunity to reduce our nation's dependence on foreign oil.
- ▶ When oil is taken to a Used Oil Collection Center, it is picked up by a licensed hauler. It is then either used as fuel in special non-polluting burners, or re-refined into new oil.
- ▶ The only right way to dispose of used motor oil is to recycle it. Putting it in the trash, on the ground, or down the drain causes pollution and is illegal.



FILTER FACTS

-  Used oil filters are a hazardous waste if not recycled
-  It is illegal to throw them away (drained or undrained). Homeowners are not exempt
-  On average, an oil filter weighs 1 pound
-  An average oil filter has a pound of steel
-  An undrained used oil filter can contain up to a quart of oil
-  Recycling one ton of filters yields 1,700 pounds of steel, 30 gallons of used oil (3-4 gallons/55 gallon drum) and saves 10 cubic yards of landfill space



THE FAMILY CAR

WEB RESOURCES

The enclosed printed materials including fact sheets on oil and filters may be of interest to you and your students. Further resources may be available from the local government contacts provided. Here are some additional sources of information. These resources -- and more -- are also available at

www.thefamilycar.info

Used Motor Oil and other Automotive Wastes

The California Integrated Waste Management Board has an enormous website filled with resources about used motor oil recycling. There is some basic information at www.ciwmb.ca.gov/UsedOil/Public/ including a link to a database of used oil recycling locations that can be searched by ZIP code, city or county.

The U.S. Environmental Protection Agency has a campaign to encourage recycling of motor oil called "you dump it, you drink it." There are various resources including art for download and publications in English and Spanish. www.epa.gov/epaoswer/hazwaste/usedoil/#ydiydi

For more information on automotive wastes, here is a site geared to automotive professionals. It is very user-friendly, including an interactive "virtual shop" with links to information on proper handling and disposal of many materials. www.ccar-greenlink.org/

A Bay Area organization called Sustainable Conservation has a project on auto recycling. Some materials are aimed at workers in the auto dismantling industry and include information in Spanish. <http://www.suscon.org/autorecycling/index.asp>

For general information on how to change motor oil and filters, 2 good sites: www.ehow.com/how_11_change-motor-oil.html
www.earth911.org/master.asp?s=lib&a=oil/doityourself.asp

What set of car resources would be complete without Car Talk, National Public Radio's very funny and informative call-in show? The website has a lot of useful as well as funny material, including songs about cars: www.cartalk.com/

General Recycling and other Environmental Information

The California Integrated Waste Management Board site has so much information it can be overwhelming. From the home page www.ciwmb.ca.gov/ one useful area of the site is "Choose a material" (found in the menu on the left

over, please

side of the page). Another is "Publications" (found in the menu on the right side of the page). A more user-friendly way into this site is through www.zerowaste.ca.gov/ where there are a number of helpful recycling links as well as current hot topics.

The California Department of Conservation, Division of Recycling site is www.conservation.ca.gov/DOR/index.htm There are resources for educators in the menu on the left side of the page, and links about recycling bottles and cans on the right side.

The U.S. Environmental Protection Agency has educational materials on recycling including activities and games for three levels of kids. Some of these may be useful for ESL adult learners as well. Some materials are also in Spanish. <http://www.epa.gov/epaoswer/education/index.htm>

www.earth911.org has all kinds of environmental information including locators searchable by ZIP code. There's also a section of educational resources including games and activities.

The Northern California Recycling Association www.ncrarecycles.org is a professional organization of people in the recycling field. The site includes an excellent page of "Resources" with links to regional, state, and national information.

The State of Minnesota has developed an environmental curriculum for ESL learners. It includes downloadable materials at www.moea.state.mn.us/ee/esl.cfm

There are many on-line environmental publications. Some good ones: www.grist.org/

www.earthisland.org/

www.emagazine.com/

Related Topics

Please visit www.thefamilycar.info for more links on subjects including

Climate Change
Car-free

Funded by a grant from the
California Integrated Waste Management Board
Zero Waste: You Make it Happen!



Attachment #3
Follow-up Assessment Form

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Family Car Follow-up Assessment

Thank you for helping us to assess the Family Car lesson! Please complete this form with information from **students who have been taught the lesson in the past**. These may be students still in your class(es) and/or others that you remain in contact with. You may wish to gather the information from individual students or by a show of hands in class—either/both is great, and please use more than one form if that is easier for you.

Instructor: _____

Date: _____

Location: _____ County: _____

Total number of students: _____ Approx. months since the lesson was taught: _____
(# included in this sheet, students who have been taught the lesson)

How many students have changed their own oil (or a household member has done so) since they participated in the Family Car lesson? _____

Of those that have changed their oil:

What did they do with the oil and filter?

(please fill in the number of students that answer each of these possible choices)

Took to recycling center: _____

Used curbside recycling service: _____

Still have it at home: _____

Recycled oil but not filter: _____

Disposed improperly (trash, pour on ground, burn, etc.): _____

Other: _____

What did they do/ would they have done before studying the Family Car lesson?

(please fill in the number of students that answer each of these possible choices)

Took to recycling center: _____

Used curbside recycling service: _____

Still have it at home: _____

Recycled oil but not filter: _____

Disposed improperly (trash, pour on ground, burn, etc.): _____

Other: _____

For all students, whether or not they change oil themselves:

Did they tell anyone else about the lesson? Yes _____ No _____

(please fill in the number of students that answer each of these possible choices)

Any other comments, anecdotes, questions (please feel free to use the back):

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Attachment #4
Messages on Custom "Video Message Pens"

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Video Pen Messages

Generic bilingual

RECYCLE USED OIL
RECICLE ACEITE USADO
FILTERS TOO!
¡TAMBIEN FILTROS!
www.1800cleanup.org
1-800-CLEANUP
STOP POLLUTION
PARE LA CONTAMINACIÓN

Generic English only

RECYCLE USED OIL
FILTERS TOO!
1-800-CLEANUP
www.1800cleanup.org
Stop Pollution
Protect the Environment
Keep Our World Clean
THANK YOU FOR RECYCLING!

Alameda

RECYCLE USED OIL
RECICLE ACEITE USADO
FILTERS TOO! ¡TAMBIEN FILTROS!
www.stopwaste.org
Call 877-STOPWASTE
Llame 510-614-5496
{Insert Chinese characters} 510-614-5495
Thank You for Recycling!

Contra Costa

RECYCLE USED OIL
FILTERS TOO!
80+ drop-off locations
PLUS free curbside pickup
www.funnelhead.com
recycling info 800-750-4096
www.cccrecycle.org
THANK YOU FOR RECYCLING!

Monterey

RECYCLE USED OIL
FILTERS TOO!
30+ drop-off locations
PLUS free curbside pickup
M. County Health Department
recycling info 831-755-4579
state-wide 1-800-CLEANUP
www.1800CLEANUP.org

Napa

RECYCLE USED OIL
RECICLE ACEITE USADO
FILTERS TOO! ¡TAMBIEN FILTROS!
Recycle Guide in the YellowPages
Guía de Reciclaje en las Páginas Amarillas
Call/ llame 1-800-CLEANUP
FREE curbside collection 255-5200
Recolección en la banqueta GRATIS

San Francisco

RECYCLE USED OIL
FILTERS TOO!
Free pickup, call to schedule
(415) 355-3777
www.sfenvironment.com
Many drop-off locations for
Household Toxics, call
(415) 355-3700

San Joaquin

RECYCLE USED OIL
FILTERS TOO!
50+ drop-off locations
recycling info 800-449-4840
www.sjcrecycle.org
state-wide 1-800-CLEANUP
www.1800CLEANUP.org
THANK YOU FOR RECYCLING!

Santa Clara

RECYCLE USED OIL
FILTERS TOO!
70+ drop-off locations
PLUS free curbside pickup
hazardous waste info 408-299-7300
www.hhw.org
recycling info 408-924-5453
www.reducewaste.org

Solano

RECYCLE USED OIL
FILTERS TOO!
45+ drop-off locations
PLUS free curbside pickup
www.recycle-guide.com
state-wide 1-800-CLEANUP
www.1800CLEANUP.org
THANK YOU FOR RECYCLING!

Sonoma

CALL EcoDesk 565-DESK
LLAME al 565-3375 Oprima 2
Recycle Guide in SBC YellowPages
Guía de Reciclaje en las Páginas Amarillas
www.recyclenow.org
FREE curbside collection for oil & filters
Recolección en la banqueta GRATIS
FILTERS TOO! ¡TAMBIEN FILTROS!

Stanislaus

RECYCLE USED OIL
RECICLE ACEITE USADO
FILTERS TOO! ¡TAMBIEN FILTROS!
STOP POLLUTION
PARE LA CONTAMINACIÓN
for info- (209) 525-6700 -para información
THANK YOU FOR RECYCLING!
¡GRACIAS por RECICLAR!

Sutter

RECYCLE USED OIL
FILTERS TOO!
HHW FACILITY Sat 8-4
134 Burns Dr. Yuba City
Marysville Transfer Station
3001 N Levee Rd.
Used Oil Recycling Hotline
742-0645



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Attachment #5
Recycled Content Forms

Grantee

C² ALTERNATIVE SERVICES**Used Oil and Household Hazardous Waste Grant Program****Recycled-Content Certification Form**

The recycled content of products purchased with grant funds must be certified in writing. **Information on all products must be included, even if the product does not contain recycled-content material.**

Grantees: Complete the grant dollars column for each item and have each product supplier complete the rest. A separate form should be used for each supplier. A completed form must be submitted to your CIWMB grant manager with each progress report, when applicable. Purchases made from the product categories listed on the back of this form must meet the minimum recycled content requirements specified.

Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

Product Supplier

ADAPT CONSULTING INC.

Contact Person

YVETTE BERKE

Address

13618 LEMAY ST., VALLEY GLEN CA 91401-1114

Phone

(888) 782-6974

Fax

(818) 782-6975

_E-mail

YBERKE@AOL.COM

_Web site

HTTP://WWW.ADAPTADSPECIALTY.COM

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
30755	ea	\$39673.95	video message pens	PL	10-25%%	25-50%%	50-65%%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$39,673.95						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Public Contract Code sections 12213, 12205(a) require all local and State public agencies to require all contractors to certify in writing, under penalty of perjury, the minimum, if not the exact percentage, of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER

11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

Grantee

C² ALTERNATIVE SERVICES

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

The recycled content of products purchased with grant funds must be certified in writing. **Information on all products must be included, even if the product does not contain recycled-content material.**

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Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

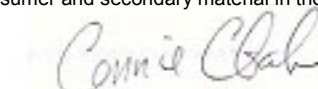
Product Supplier RECYCLED OFFICE PRODUCTS Contact Person JACK WELZ
Address 27 WALNUT ST. PEABODY MA 01960 Phone 978-977-4851
Fax 978-977-4856 E-mail _____ Web site WWW.RECYCLEDOFFICEPRODUCTS.COM

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content ² (Percent)	Postconsumer Material ³ (Percent)	Secondary Material ⁴ (Percent)	Total Percent
525	ea	\$230.01	folders for teacher packets	PA	%	100%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$230.01						

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CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER



11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

Grantee

C²: ALTERNATIVE SERVICES

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

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Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

Product Supplier WEISENBACH SPECIALITY PRINTING

Contact Person DAN WEISENBACH

Address 437 HOLTZMAN AVE, COLUMBUS OH 43205-1604

Phone (800) 778-5420

Fax (614) 251-8440

E-mail DAN@WEISENBACH.COM

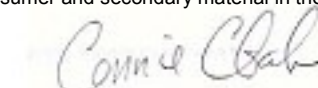
Web site WWW.WEISENBACH.COM

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content ² (Percent)	Postconsumer Material ³ (Percent)	Secondary Material ⁴ (Percent)	Total Percent
1100	sets	\$3309	bingo cards	PA	%	100%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$3,309						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

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CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER



11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

Grantee

C² : ALTERNATIVE SERVICES

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

The recycled content of products purchased with grant funds must be certified in writing. **Information on all products must be included, even if the product does not contain recycled-content material.**

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Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

Product Supplier **OFFICE DEPOT** Contact Person **EMMA, COPY & PRINT CENTER**

Address **1960 SANTA ROSA AVE, SANTA ROSA, CA 95407** Phone **(707) 542-2582**

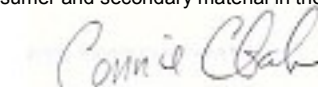
Fax E-mail Web site **WWW.OFFICEDEPOT.COM**

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
18102	ea	\$31678.50	ESL student lesson books	PA	65%	35%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$31,678.50						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

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CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER



11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

Grantee

C²: ALTERNATIVE SERVICES

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

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Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

Product Supplier **FISHMAN SUPPLY (MANUFACTURER THARCO)** Contact Person **LELAND FISHMAN**

Address **1345 INDUSTRIAL AVE. PETALUMA CA 94952**

Phone **(707) 763-8161**

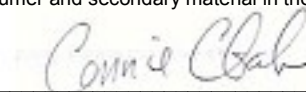
Fax **(707) 763-7352** E-mail **INFO@FISHMANSUPPLY.COM** Web site **WWW.FISHMANSUPPLY.COM**

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
125	ea	\$169.71	cardboard packing boxes	PA	41%	44%	15%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$169.71						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

Public Contract Code sections 12213, 12205(a) require all local and State public agencies to require all contractors to certify in writing, under penalty of perjury, the minimum, if not the exact percentage, of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER



11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

Grantee

C²: ALTERNATIVE SERVICES

Used Oil and Household Hazardous Waste Grant Program

Recycled-Content Certification Form

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Product Supplier/Contractor: Complete this form with a row completed for each product supplied. Attach additional sheets if necessary.

Product Supplier HANSEL HONDA FORD Contact Person JOHN KARVONEN, PARTS DEPARTMENT MANAGER

Address 3075 CORBY AVE. SANTA ROSA CA 95407 Phone (707) 525-0600

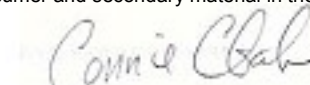
Fax _____ E-mail _____ Web site WWW.HANSELFORD.COM

Quantity	Unit of Measure	Grant Dollars	Product Description	Product Category ¹	Virgin Content (Percent) ²	Postconsumer Material (Percent) ³	Secondary Material (Percent) ⁴	Total Percent
150	ea	\$251.10	oil filters for realia	ST	75%	10%	15%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		\$			%	%	%	100%
		Total: \$251.10						

Public Contract Code sections 10233, 10308.5, and 10354 require all vendors and contractors to certify in writing, under penalty of perjury, the minimum, if not the exact, percentage of postconsumer and secondary material in the products, materials, goods, or supplies offered or sold.

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CONNIE CLOAK. C²: ALTERNATIVE SERVICES, PARTNER



11/26/07

Printed name of person completing form

Title

Signature of person completing form

Date

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Attachment #6
List of Items on the accompanying CD

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FILES on CD

BINGO card layouts.pdf
teacher packet complete.pdf
FILES on CD.doc

1 LESSON VERSIONS

ESL student guide Berkeley.pdf
ESL student guide Calistoga.pdf
ESL student guide Castro Valley.pdf
ESL student guide Colusa County.pdf
ESL student guide Contra Costa County.pdf
ESL student guide Elk Grove USD.pdf
ESL student guide Fremont.pdf
ESL student guide Hayward.pdf
ESL student guide Marin.pdf
ESL student guide Monterey County.pdf
ESL student guide Napa County-wide.pdf
ESL student guide Oakland.pdf
ESL student guide River Delta USD.pdf
ESL student guide San Francisco.pdf
ESL student guide San Joaquin.pdf
ESL student guide San Jose.pdf
ESL student guide San Juan USD.pdf
ESL student guide San Leandro.pdf
ESL student guide San Lorenzo.pdf
ESL student guide San Mateo Adult School.pdf
ESL student guide Santa Cruz County.pdf
ESL student guide Solano County.pdf
ESL student guide Sonoma Adult School.pdf
ESL student guide Sonoma County-wide.pdf
ESL student guide South Santa Clara-San Benito.pdf
ESL student guide Stanislaus County.pdf
ESL student guide Sutter County.pdf
ESL student guide Union City.pdf
ESL student guide Yolo County.pdf

1 POWERPOINTS

The Family Car student lesson Monterey.ppt
The Family Car student lesson S County & San Benito.ppt
The Family Car student lesson San Jose.ppt
The Family Car student lesson San Mateo.ppt
The Family Car student lesson Sonoma.ppt
The Family Car student lesson Yolo.ppt
The Family Car student lesson- Berkeley.ppt
The Family Car student lesson- Castro Valley & San Lorenzo.ppt
The Family Car student lesson- Castro Valley.ppt
The Family Car student lesson- Fremont.ppt
The Family Car student lesson- Hayward.ppt
The Family Car student lesson- Union City.ppt
The Family Car student lesson-Contra Costa.ppt
The Family Car student lesson-EGUSD.ppt
The Family Car student lesson-Marin.ppt
The Family Car student lesson-Napa.ppt
The Family Car student lesson-San Joaquin.ppt
The Family Car student lesson-Santa Cruz.ppt
The Family Car student lesson-SJUSD.ppt
The Family Car student lesson-Solano.ppt
The Family Car student lesson-Stanislaus.ppt

1 TEACHER LOCAL RESOURCE PAGES

Additional Information and Resources in Berkeley.pdf
Additional Information and Resources in Castro Valley.pdf
Additional Information and Resources in Colusa County.pdf
Additional Information and Resources in Contra Costa County.pdf
Additional Information and Resources in Fremont.pdf
Additional Information and Resources in Hayward.pdf
Additional Information and Resources in Marin County.pdf
Additional Information and Resources in Monterey County.pdf
Additional Information and Resources in Napa County.pdf
Additional Information and Resources in Oakland.pdf
Additional Information and Resources in Sacramento County-EGUSD.pdf
Additional Information and Resources in Sacramento County-SJUSD.pdf
Additional Information and Resources in San Francisco.pdf
Additional Information and Resources in San Joaquin County.pdf
Additional Information and Resources in San Jose.pdf
Additional Information and Resources in San Leandro.pdf
Additional Information and Resources in San Mateo County.pdf
Additional Information and Resources in Santa Cruz County.pdf
Additional Information and Resources in Solano County.pdf
Additional Information and Resources in Sonoma County.pdf
Additional Information and Resources in South County-San Benito.pdf
Additional Information and Resources in Stanislaus County.pdf
Additional Information and Resources in Sutter County.pdf
Additional Information and Resources in Union City.pdf
Additional Information and Resources in Yolo County.pdf